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A historical documentation of Jobs, Education and Self-Improvement (Project JESI) : an educational alternative for high school dropouts.

Rubin Dale McCollum
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A HISTORICAL DOCUMENTATION OF JOBS, EDUCATION AND
SELF-IMPROVEMENT (PROJECT JESI), AN EDUCATIONAL
ALTERNATIVE FOR HIGH SCHOOL DROPOUTS

by

Rubin D. McCollum

A Dissertation Submitted to the Graduate School of
the University of Massachusetts in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

School of Education
Amherst, Massachusetts

May, 1974

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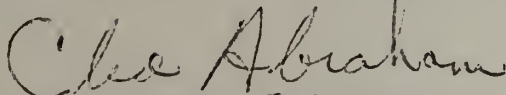
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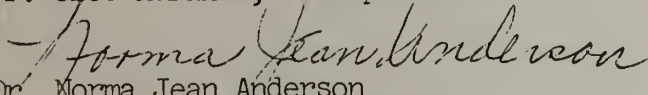
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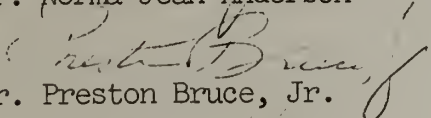
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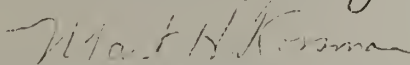
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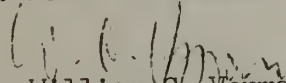
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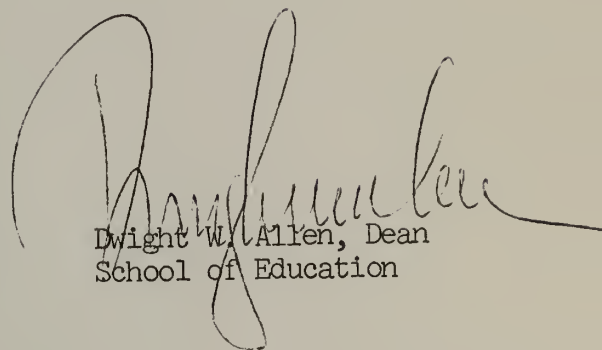
Dr. Preston Bruce, Jr.



Dr. Mark H. Rossman



Dr. William C. Venman



Dwight W. Allen, Dean
School of Education

MAY 1974

DEDICATED TO:

my wife, Adrienne

and

my daughters,

Kimberly, Kristin and Kacie

for their patience, understanding, and affection,
and for the sacrifices they made during this study.

ACKNOWLEDGEMENTS

In order to complete this dissertation, the patience, endurance, and interest of many persons made a possibility into a reality.

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A HISTORICAL DOCUMENTATION OF JOBS, EDUCATION AND
SELF IMPROVEMENT (PROJECT JESI), AN EDUCATIONAL
ALTERNATIVE FOR HIGH SCHOOL DROPOUTS (May 1974)

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The study considers the "high risk" disadvantaged, that is, those individuals "who have academic, socioeconomic, cultural, or other handicaps to prevent them from succeeding in vocational education or consumer and home-making programs." Also considered are those who cannot be expected to succeed in regular programs, as well as those individuals whose disability is a continuing factor to his/her lack of success. From its basis as a designed planning and experimentation program for the high risk, disadvantaged youth, the JESI Project attempted to identify the major characters and incidents which have had influence upon its own inception, organization, and implementation. Also considered under the project study was the determination and relative effectiveness of the cooperative-work experience program component in reference to the JESI objectives, including a thorough survey of the entry level employment opportunities for unemployed or otherwise disadvantaged youth, particularly those who left school before completing graduation requirements. Along with this objective, the idea to establish training stations from among selected employers, to establish consultation and placement services for employers and youth, and to develop a relevant plan of training and education for each individual student was added.

Procedures included non-empirical evidence; but more importantly, a comprehensive assessment of aims and objectives of the entire program describing and evaluating principle characters, incidents, and events relative to the establishment of JESI was emphasized. Incorporated in this facet of the study is a thorough review of documents from the Massachusetts State Department of Education, Division of Occupational Education; minutes of the JESI Project Advisory Committee, correspondence, reports, structured and standardized interviews, on-site observation, discussion, structured questionnaires, and, through an analysis and synthesis of the findings revealed in these procedures, conclusions concerning the degree to which the objectives of JESI have been reached are made.

Recommendations for program modifications and improvement followed. This historical documentation concludes with an affirmative appraisal of Project JESI, in that the procedure provided an important innovative and legitimate alternative opportunity for "getting ahead" in a highly competitive socioeconomic world. The JESI Project stresses its position as a link or mediator, serving as an effective liaison between a too alien and sometimes suspicious "world." In summary, the study reports that "JESI can be one alternative in providing students with enough skills to enhance their chances of survival and to become viable participants in their community."

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CHAPTER I

INTRODUCTION

Statement of the Problem

The 1968 Vocational Education Amendment offered to each state and their school districts an unlimited challenge to provide distinctive programs and services to insure vocational education success for the "high risk" disadvantaged.

The Vocational Education Amendment of 1968 provided the following definition of the disadvantaged: " . . . persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program. . . (63, p.2)."

In 1970, a more inclusive definition appeared in the Federal Register:

"Disadvantaged persons" means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and home making programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose need for such programs or services results from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph (63, p. 2).

The U. S. Office of Education found it necessary to establish a working statement for the term "regular vocational education program"

from the amendment of 1968. It determined that a state can fulfill the requirements of the federal definition of what constitutes a regular vocational education program if one or more of the following attributes are included as guidelines for the program:

1. A regular vocational education program is one that meets established standards within the rules and regulations of the State Board of Education and other certifying or licensing agencies.
2. A regular vocational education program has an established rate of progress which is expected of all students. The objectives of the program are identified in terms of specific occupational skills; completion of the program usually depends upon the ability of the students to reach the program objectives within the specific period of time allotted.
3. A regular vocational education program usually has requirements, such as a specific grade level of reading ability and of computational knowledge and skills, and the physical ability to use standard facilities and equipment (63, p. 3).

In summary, the identification of an individual as disadvantaged or handicapped is to be based on two conditions:

1. the person is not succeeding or cannot be expected to succeed in a regular program;
2. the person's disability is a contributing factor to his lack of success (63, p. 4).

Measurement of success or probability of success is not simple.

The legislation and the regulations of the Vocational Education Amendment of 1968 provide that the success criteria be determined by the states to allow maximum flexibility in determining who should qualify for these programs. This recognizes that measurement of "success" or "inability to succeed" varies among states, among programs and courses within states,

and among levels of instruction. Some of the more commonly used criteria for measuring inability to succeed include the individual's being over-age for the grade in which he/she is placed, making less academic progress than is the norm for the grade level and scoring less well on standardized tests than is expected for his/her age group. Many states have classified anyone who has dropped out of school before completing an educational program as disadvantaged. This classification assumes that a dropout lacks adequate educational background to perform successfully in the comprehensive education program. The intent of the statute is to provide ready access to vocational training or retraining for "persons of all ages in all communities" (63, p.7). Each student should be given support and assistance to develop his/her abilities to the fullest.

Uses of Federal Funds for Vocational Education Sec. 122 (a)

Grants to states under this part may be used, in accordance with state plans approved pursuant to section 123, for the following purposes:

[Disadvantaged] . . . (c)(1) At least 25 per centum of that portion of each state's allotment of funds appropriated under section 102(a) for any fiscal year beginning after June 30, 1969, which is in excess of its base allotment shall be used only for the purpose set forth in paragraph (4)(a) of subsection (2): Provided, that for any such fiscal year the amount used for such purpose shall not be less than 15 per centum of the total allotment of such funds for each state, except as any requirement under this paragraph may be waived for any state by the Commissioner for any fiscal year upon his findings that the requirement imposes a hardship or is impractical

in its application (63, p. 7).

Project JESI

The Jobs, Education and Self-Improvement Program (JESI) is one program funded by the State Department of Education, Vocational Education Division, Commonwealth of Massachusetts, under Public Law 90-576 through the Cluster of Educational Planning and Management, Center for Occupational Education, in the School of Education, University of Massachusetts, Amherst Campus, for an initial funding period of two years.

JESI was designed as a planning and experimentation program for high risk, disadvantaged youth, adapted from a 1968 model initiated in Wilmington, Delaware.

The Delaware Project was called 70001 and was a joint venture between Thom McAn Shoe Company and the Distributive Education Club of America, Inc. (DECA). Its purpose was to develop a special project providing educational training and employment opportunities for disadvantaged youth. Through a cooperative arrangement with local merchants and reinforced by the national parent companies, disadvantaged youth, upon acceptance into the program, were placed in a job and supervised by a qualified job counselor. The students retained their jobs as long as they satisfactorily participated in the program or until the student,

coordinator, and employer mutually agreed that there were no further benefits to be gained from continued participation. The students received increases in wages and promotions periodically as they successfully met specific individual performance objectives developed cooperatively by the employer and the coordinator in consultation with the students.

Modeled after 70001, the JESI Program was tailored to meet individual needs. The instructional program was available during and beyond normal school hours, twelve months a year. The program of each student was individually designed and was voluntary in nature. Development of verbal, mathematical, attitudinal, and behavioral skills, as well as performance on the job, were evaluated in direct correlation to salary and position advancement.

An option for those students who also desired their high school equivalency diploma was the modified "Carnegie Unit" system. This system was designed for individuals who needed, desired, and could afford the time necessary to meet the hourly requirements of the Carnegie System.

The JESI Program also focused upon three areas paramount for the development of human potential: occupation, education, and self-improvement. They are defined as follows:

Occupation. The program found jobs for youth. But to insure

success and advancement, training in job skills was supplemented with basic skill and attitudinal development.

Since some employers and employees had not had experience in working with this kind of employee effectively, the program offered management workshops and/or short courses in human relations with an emphasis on minority workers.

Education. One goal for each youth was to obtain a high school equivalency diploma. However, relevant educational needs to insure success in the job were the first priority. Curriculum and instruction were individualized to suit the goals of each youth.

Self-Improvement. A positive self-concept is essential for learning and for the development of human potential to take place. The program devoted much energy toward enhancing self-concept and a feeling of worth to self and others.

By definition, the persons who were served in this program had left school before completing twelve grades, were unemployed, and were unable to obtain regular employment. They may, in addition, have possessed one or more of the following characteristics:

- A. member of a low income family
- B. one or both parents missing
- C. living in sub-standard housing
- D. low achievement record in reading and math

- E. previous failure on the job
- F. communications problems
- G. record of minor offenses

The program offered the following:

- A. training a person in a job rather than for a job
- B. employing persons who were unemployable
- C. relating classroom work to specific job training aimed at retention and advancement of employment
- D. scheduling classroom instruction to complement work schedule
- E. providing maximum individual training and supervision of enrollees
- F. providing an acceptable design to the enrollee to acquire both productive employment and high school graduation or the General Education Development (GED) diploma
- G. introducing a pattern of successful accomplishments in place of a series of failure on the part of the enrollee

The JESI Program attempted to identify available labor from a pool of unemployed, disadvantaged youth in the Commonwealth who had left regular education and guided them to areas of employment as identified by the business community itself. The JESI Program supplemented the regular public school program in that it provided additional needed education and job information directly applicable to the job the student

held. It provided a workable program that could be adopted by local schools or other concerned agencies.

Purpose of the Study

The particular problems of this study are twofold:

1. To identify major characters and incidents which had influence upon the inception, organization, and implementation of JESI.
2. To determine the relative effectiveness of the cooperative work-experience program component of JESI in meeting the following objectives:
 - a. to survey the entry-level employment opportunities for unemployed and otherwise disadvantaged youth, particularly those who had left school before completing requirements for graduation and who, therefore, may be deficient in communications, arithmetical, and attitudinal skills.
 - b. to establish training stations from among selected employers.
 - c. to establish consultation and placement services for employers and youth that would result in entry employment and a mutual plan for advancement and promotion.
 - d. to develop a relevant plan of training and education for

each individual student, qualifying the student for advancement and promotion.

- e. to establish a coordinated program of cooperative education that included continuing services such as counseling, supervision, and educational training for those enrolled and placement, supervisory training, and consultation for employers.

Procedures

Non-empirical evidence seems to indicate that JESI was meaningful and met the overall objectives of the program. However, this is not enough. What is needed is a comprehensive assessment of the aims and objectives of the entire program. This study will provide the initial step in that direction: it will describe the principal characters, incidents, and events relative to the establishment of JESI, as well as assessing the effectiveness of the cooperative work-experience concept.

The objectives of this study were approached in the following ways:

1. Through a study of documents from the Massachusetts State Department of Education, Division of Occupational Education; minutes of the JESI Project Advisory Committee; correspondence, records, reports, and notes of interviews. The study iden-

tified major characters and incidents which had been critical in the inception, organization and development of the JESI Project.

2. Through the use of structured and standardized interviews conducted in the late summer of 1973, on-site observation, unobtrusive measures, discussions, conversations, notes and school records gathered from approximately twenty-five parents or guardians of JESI students who have received their General Education Development Diploma, concerning the effectiveness of the cooperative work-experience component of JESI. The structured standardized interview used was a modification of one developed for the Neighborhood Youth Corps by Educational Testing Service and Wakoff Research Center.
3. Through the use of the structured and standardized interviews that were conducted in the late summer of 1973, the opinion of approximately ten cooperating employers of JESI students, concerning the effectiveness of the cooperative work-experience component of the JESI Project was determined. This interview form was a modification of one designed by Wakoff Research Center for the Neighborhood Youth Corps.
4. Through the use of a structured questionnaire and interviews,

data were gathered from approximately twenty-five graduates of the JESI Project, concerning the effectiveness of the cooperative work-experience component of JESI.

5. Through an analysis and synthesis of the findings revealed by the procedures described in #2 through #4 above, conclusions were developed, concerning the degree to which the objectives of the JESI Project cooperative work-experience component had been reached.
6. From the conclusions drawn from the study, recommendations were developed, concerning: (a) program modification, and (b) improvement of provisions for future assessment procedures.

Research Methodology

The research methodology consisted of two types of design: a Case Study Method and the Cooperative Work-Experience Assessment Design.

The Case Study Method

Data from a variety of sources was collected and analyzed to describe the inception, planning, organization, and operation of the JESI Project. The resulting narrative description identified major characters and incidents relative to each of those phases. Data and information sources included: minutes of the JESI Advisory Committee; correspondence and documents pertaining to the funding proposal from the

Massachusetts State Department of Education, Division of Occupational Education; periodic reports; notes of interviews and records of conversations. The historical narrative which evolved presents a description of a specialized program of study. This narrative served as a frame of reference of the relative degree of accomplishment of selected objectives for the Cooperative Work-Experience Assessment of the work-experience component of the JESI Project.

Cooperative Work-Experience Assessment Design

The Cooperative Work-Experience Assessment methodology was employed to determine the effectiveness of the JESI Project in meeting the five selected objectives identified in the statement of the purpose section of this study.

Questionnaire. Data were gathered from four sources: JESI graduates, present JESI students, their parents or guardians, and the employers of the graduates and current students. Questionnaires were designed to gather information concerning the effectiveness of the selected objectives of the cooperative work-experience component of JESI. The questionnaires were designed to elicit responses which reflected perspectives of the four groups involved, and served as the basis for comparison and analysis.

Unobtrusive Measures. Various unobtrusive measures were used

to gather additional information concerning the effectiveness of the five selected objectives of the cooperative work-experience component of the JESI Project. Such unobtrusive measures were on-site observations, discussions, conversation, correspondence, notes, etc. The rationale for the particular approach is suggested by Belasco and Trice (6) who urge that all available measures be utilized, particularly in a field study experience.

Sample for the Study

The population which served as a focus for the study were the graduates of the JESI Project located in the Springfield, Massachusetts area, and those who were currently enrolled in the JESI Cooperative. All were earlier defined as high school dropouts and diagnosed as disadvantaged. The ages of the subjects ranged from sixteen to twenty-two years. Since the program was non-graded, no identification was made of members of each grade level; however, with only rare exceptions, all subjects of this study left school in the tenth, eleventh, or twelfth grade.

Significance of the Study

A new dimension must be added to career education programs if the schools are to meet the challenges issued by the modern student to provide education which is relevant to life experience and which could

be instrumental in upward mobility. The significance of this study was the documentation of the development of a new cooperative work-experience program for the disadvantaged, as well as the provision for and implementation of an initial assessment procedure of the effectiveness of this type of experience. Further, the assessment procedure provided baseline data which can serve as the basis for future comparisons.

Assumptions and Limitations of the Study

The study has been formulated based upon the following assumptions.

1. An assumption was made that respondents to interviews, assessment instruments, and questionnaires were candid and honest.
2. Both JESI graduates and their parents or guardians were administered questionnaires. Directions on both sets of questionnaires requested independence of thought and no comparison of answers. It was assumed that respondents would follow instructions.
3. The study was concerned only with information which was available for investigation and considered necessary for the determination of the objectives stated.
4. The study was limited to the time period from the summer

of 1971 to September 1973, although some data were drawn from cumulative school records. Any generalizations made were limited accordingly.

5. The study was limited to the Springfield, Massachusetts, JESI site.
6. The objectives assessed were not of the nature to lend themselves to precise measurements, since assessment was not a consideration of JESI's original statement of formulation.
7. Since some of the data collected were from persons closely involved with the programs, there was the possibility of an element of bias.
8. The investigator of this study was involved with the program as Project Director. This involvement may have inadvertently caused him to seek results favorable to the program.

Organization of the Study

In Chapter I of the study, the introduction, the statement of the problem, the purpose of the study, and the limitations and significance of the study are developed. Chapter II consists of a review of the latest research and literature. Chapter III includes an historical narrative of the inception, development, implementation, operation,

and subsequent modifications of the JESI Project. Chapter IV is a description of the assessment design, methodology, and techniques used to determine the relative effectiveness of the JESI Project in achieving the selected objectives. Chapter V is a presentation and an analysis of data attained through the assessment procedures used in the study. Chapter VI includes the summary, conclusions, and recommendations. Appendix and bibliography are attached.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Chapter I of the dissertation presented a report concerning the problem and its background. Terms were defined, the design of the study was depicted, the limitations of the study were declared, and the importance of the research was argued.

This chapter is devoted to a review of the literature on cooperative education which includes the historical development of cooperative education, the general purpose of cooperative education, and the need for it in the American school system with special emphasis on the disadvantaged student. The historical background of cooperative education begins with early patterns such as the Guild System in the year 1906. To further explain the historical development of cooperative education, a discussion will follow of the 1906-1917 era and the professional role of Herman Schneider in integrating cooperative education into the American school system. Other important educators in this field will also be mentioned. This related literature will review not only Schneider and other educators in this field, but will be concerned with legislative acts and other conflicts as they occurred, such as the Smith-Hughes Act of 1917, the Depression, the George-Deen

Act, World War II, and Post World War II. The Vocational Acts of 1963 and 1968 will be explained in terms of the needs for cooperative education and will demonstrate the subsequent developments of cooperative education. A clarification concerning the variety of elements which have been responsible for general and specific successes of cooperative education programs is included. A portion of this section relates to the disadvantaged youth who are usually the potential dropouts. The need for a cooperative education program such as the JESI Project in Springfield, Massachusetts, will be discussed in detail in the following chapter of the dissertation.

The Need for Cooperative Education

Education is the continuous process of assisting an individual to increase his intellectual and social-emotional abilities so that he may develop those survival skills which will enable him to cope more effectively with the demands of his environment. This definition of education, found in the report of the Pre-Committee on Institutional Programs for Chapter 766, lends weight and force to the Dimmock Bill's statement that:

Today, education is perhaps the most important function of state and local governments . . . It is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment (35).

Robert Brown (9, pp. 403-404), in comparing the vocational aspirations of paired sixth-grade White and Black children attending segregated schools found that although the boys were of similar economic status and regional backgrounds, the occupational choices of the Black children ranged higher than those of the White children and that both groups' choices ranked higher than the occupations of their fathers.

The Black group tends to retain less realistic patterns longer than the White group. This may be due to lack of opportunity to test fantasies, a lack of information from key figures in the environment, or a defensive hopefulness in the face of an undesirable reality.

De Fleur (14, pp. 777-789) wrote that upper- and middle-class children knew more about work roles than lower-class youngsters. A 5 per cent sample was drawn from the list of children who were currently enrolled in a metropolitan school system. The sample included children from all age levels six through thirteen, and from all socioeconomic strata of the community. In short, in comparing the role knowledge for the social classes, the children at the bottom of the class hierarchy knew less about each set of occupational roles under study than did children higher in the socioeconomic structure. No such difference was found between middle- and upper-class children.

. . . the children of the lowest social level tended to be somewhat

less consistent with both types of adults in their rankings of the occupations than children above them in the class system.

By the age of twelve or thirteen, role-knowledge performance had reached 73 per cent of the possible maximum on the test for personal contact occupations and 63 per cent for the "invisible" occupations of Set III.

On the other hand, the ability to rank occupational roles into complex hierarchies of occupational prestige appeared to come at a later age . . . (4).

"As of March, 1967, in the sixteen through nineteen year-old age group, the unemployment rate for white boys was 10.1 per cent, and for white girls, 9.2 per cent; but for non-white boys, it was 24.8 per cent, and for non-white girls, 24.8 per cent (46, pp. 156-161)."

These data clearly indicate that non-white youth are experiencing greater difficulty in entering the world of work.

Much emphasis has been placed on lack of skills as a barrier to employment. But, from the point of view of employers, the basic problem is not skills. Most entry-level jobs in industry do not require long periods of prior training in specific skills. Most employers expect to provide some on-the-job training, and some employers prefer to teach the specific skills necessary for the job. From the employer's point of view, dependability, punctuality, honesty, willingness to do a full day's work, and ability to get along with other workers and supervisors are the most crucial factors in judging employability at entry-level jobs.

Cooperative Education from the 1600's to 1906

Cooperative Education is not an innovation in the field of education. This style of education has been in existence since the 1600's. The "Guild System" practiced by the Europeans during the medieval period was very similar to cooperative education today. The Guild System was an association of craftsmen of professional trades who trained and educated students in the trade of their interest. These apprentices were also paid a salary and were offered other benefits by the association such as room and board. The following excerpt explains the conditions under which these apprentice students worked:

In general apprenticeship agreements provided for food, clothing, and shelter; religious training, general education as needed in the trade, knowledge, understanding, and experience in the trade skill, and, finally for the "mysteries" of the trade, or the techniques which had some elementary scientific basis. These were the traditional elements (4, p. 25).

As civilization advanced and the need for skillful craftsmen became more demanding, the trade association (Guild System) found schools to teach these students. The Guild System of the early 1600's remained unaltered until the Industrial Revolution of the nineteenth century, during which "mass production" brought about a change in the consumers' choice of a variety of goods and life style in general. Many examples of the guild apprentice system are still found in today's school

curricula, but the concept is totally different from the one applied during the 1600's.

At the beginning of the twentieth century, a multitude of popular movements began to change the duration of education, as well as both the quality and quantity of education for youth. These movements brought about new and vigorous labor laws which were created to protect the youth. A number of industries created apprenticeship programs for those students who had reached the legal age for dropping out of school. During this period, apprenticeship training for students who wanted to continue their education was out of the question. The only exceptions were a few programs included in the Manual Labor School Movement, which was devised to aid those students who wanted to remain in school.

The construction of a style of education which would be totally relevant to work and education in preparing a student for adulthood was not a concept readily accepted by most educators. The two were separated--a student either worked or attended school. The traditional English view of secondary education was not concerned with the more practical directions of the utilitarian educators. Instead, secondary education was basically concerned with preparing students for college entrance, even though industries were increasing in numbers and highly skilled laborers were in great demand.

The Years 1906 to 1933

Cooperative education, as defined by Fame W. Wilson, is a plan of education that incorporates productive work into the curriculum as a regular and integral element (71, p. 3). This approach to cooperative education was first experienced in 1906 at the University of Cincinnati. Herman Schneider, an engineering professor who later became Dean, was the first to institute a program of cooperative education. Schneider's major concern was to make school work and practical work a total educational experience. His philosophy was as follows:

The practice of engineering cannot be learned in the university; it can be learned only where engineering is practiced, namely, in the shop or field. The theory underlying the practice may be obtained in an organized system of instruction under skilled teachers (49, pp. 395-405).

This project was called cooperative education because it depended upon the total cooperation of the employer and the education program in which the students were involved (72, p. 1).

A year after Herman Schneider had begun his cooperative program at the University of Cincinnati, Daniel Simonds from Fitchburg, Massachusetts, had the opportunity to hear Dean Schneider describe his plan in detail while attending a meeting of metal trades manufacturers in New York City. When Simonds came back to Massachusetts, he discussed with the superintendent the possibility of establishing a similar model in the local school system. After much deliberation, the school officials,

the city council, and potential employers accepted the cooperative education model presented by Simonds which was based on Schneider's original program (33, p. 21). The program was begun in September, 1908, and was an immediate success. It was such a success that it became known as the "Fitchburg Plan" (23, pp. 123-124). The Plan explored the thesis that "the main idea of the cooperative course was to provide an opportunity for learning a trade and obtaining a general education at the same time (38)." The cooperative education plan at Fitchburg was not only for the betterment of the disadvantaged (high risk) public, but it proved to be a very successful method of keeping potential dropouts in school and was utilized for this purpose by the school department and local industries. This program provided great appeal to those students who may have dropped out, because they were able to earn money and continue their general education through an actual educational work experience (49, pp. 395-405). Within the short period of five years, many states had plans similar to the Fitchburg Plan. The states modeling the Fitchburg Plan were Rhode Island, New York, Pennsylvania, Ohio, Illinois, Indiana, and Wisconsin (12). The public schools were not involved in many of these programs. For example, in St. Louis, Missouri, the Metal Trades Association worked with the public school in a manner similar to the Fitchburg program. A cooperative plan was organized on a part-time basis by the YMCA in

Cleveland, Ohio. It was the Chamber of Commerce that first started a cooperative program in Rochester, New York. The Fitchburg Plan later established a standard that all cooperative programs should be controlled by public school officials, a concept that was supported and promoted by Schneider. It was not long before all private, secondary cooperative education programs were under the complete control of the school department.

In 1915, one of the greatest successes in the area of cooperative education emerged in New York City. Sixty employing firms became active in cooperative programs. This important experiment in New York City was successful as a result of the dedication of Dean Schneider in conducting research to support his concept. Much of the research for this particular program was done in conjunction with Professor Hanus of Harvard University who was studying the New York City School System.

The value of this study in cooperative education was significant not only in terms of the size and prominence of the school system in which it was operating, but also in relation to its utilization in bringing about change in the field. To illustrate, a number of students were training to become clerical workers in fields which included retail sales, light manufacturing, and heavy industry. New York City's improvement and expansion of cooperative education paved the road for even further growth. During the 1932-1933 school year, the employment

of students in cooperative programs had already reached a pre-war high of more than 3,069 enrollees (45).

To summarize, the basic purpose of most cooperative education programs instituted during the period from 1906-1917 was to prevent students from leaving school. The achievements of Schneider and the development of the "Fitchburg Plan" of Massachusetts were the major influences on the expansion of cooperative education until the Smith-Hughes Act of 1917 was passed. This act provided a legislative base for further expansion of cooperative education and for the creation of greater quantity and quality in cooperative education program.

Legislation and Events Related
To Cooperative Education
from 1917-1968

The Smith-Hughes Act of 1917

When the Smith-Hughes Act was passed in 1917, vocational education came into its own (33, p. 24). Many school departments realized that this Act could be used to improve the salaries of those teachers who were associated with cooperative education programs. A large number of states took advantage of the Smith-Hughes Act, but none utilized it as extensively as did the departments of education in the Southern states (51). With the stimulus provided by this Act, half-day alternating courses in cooperative education were introduced in both

junior and senior high schools, especially in the states of Florida and Mississippi (2, p. 153). By this time, intermediate surveys had shown a steady increase in cooperative education. A survey taken by Rakestraw in 1928 indicated that seventy-eight secondary schools in twenty states employed some form of cooperative education in the curriculum. Four years later, in 1932, another survey showed that the figures had climbed to 167 secondary schools (5).

The passing of the Smith-Hughes Act had highlighted the value of high school cooperative education programs to the potential dropout. In Pittsburgh, Pennsylvania, for instance, one hundred students who had quit high school were enrolled by a part-time vocational cooperative program during the first year of its operation. The advantages of vocational education were described in 1919 by the U. S. Office of Education in one of its publications:

In considering the advantages of the cooperative plan in the high school it is necessary to recognize that the first appeal is made to boys and girls not now in school--to those who, because of economic necessity or indifference, have left school to go to work or to loaf . . . In the next place, a strong appeal is made to many boys and girls who are in high school at the cost of much real sacrifice and self-denial. If some way can be found to meet a part of the cost they can and will remain in school.

Again, some lessons can be learned only through practical experiences in the ways of the world. Some of these lessons include the proper relation between the material and spiritual phases of life, the meaning and value of money, the meaning of work and wages and the relation between them, and the importance of life motives. The cooperative plan is a contribution to the solution of some of the problems involved (4).

As the number of cooperative programs continued to increase and spread to many secondary schools in America, increasing numbers of students of the larger inner cities turned to cooperative education as a means of completing their education. With the continuous growth of cooperative education programs throughout the United States, the role of the Smith-Hughes Act and the benefits which it made available to educators in vocational education changed from that of being primarily a useful instrument in eliminating the problem of dropouts to that of an essential tool in aiding the disadvantaged youth.

The Depression, the George-Deen Act, and World War II

The Depression years brought a decrease in cooperative employment programs. Following the Depression, employment began to increase again and, in so doing, clarified the important benefits of cooperative education. The George-Deen Act, which became effective July 1, 1937, provided for the expansion of cooperative education to include training in various public service occupations which had been outside the scope of the Smith-Hughes Act (4, p. 314). With the passage of the George-Deen Act, further opportunities for young people were made available through the allocation of funds for a Diversified Occupational Program, which used a broad spectrum of skills requiring part-time employment (13, pp. 11-12). Leading a person to a permanent employment

position was one of the chief arguments in favor of being a graduate of a cooperative program. A study on the employment of students who graduated from the new high school cooperative program showed that 51 per cent of the graduates were still employed after six years (33, p. 26). During this time, when general employment was down, the percentage shown was well in favor of cooperative education graduates when contrasted with the available labor supply who had not graduated from cooperative education programs.

During the depression another critical advancement was made in the utilization of cooperative education programs for disadvantaged youth. The Indian Reorganization Act of 1934, the Works Project Administration (WPA), and other agencies of the Federal Government organized cooperative education projects for Indian children in the primary and secondary schools. This cooperative program for the Indians was begun in the Fort Sill Indian School in Comanche, Oklahoma. Not only were the basic concepts of the cooperative program implemented, but, in addition, the social aspects of cooperative education were also included. "While this program . . . provided specialized vocational training, it also sought the development of responsibility and qualities of leadership (70, pp. 385-386)." The modifications of the cooperative program started for Indians in Oklahoma were used as models for other cooperative programs in Indian schools before World War II.

As the country approached World War II, the part-time utilization of cooperative education programs had expanded from a few programs in 1934 to more than 600 at the close of the 1939-1940 school year (44, pp. 403-406). The spread of cooperative education during World War II played an important role in aiding the war because many students became qualified for jobs such as office messengers, typists, clerks, and other vocational training that cooperative education provided. Jessen and Legg, in their article "School and Work Programs," made explicit the need for and importance of cooperative training: "Work outside of school hours and cooperative work-study programs of a vocational character are probably the most significant methods by which high school students secure work experience (31)."

During this time many people were moving from the rural communities to the urban areas, which brought about a decrease in the work experience of many youngsters. Cooperative education became instrumental in providing these migrants with an occupational experience. World War II brought about a tremendous increase in work-study programs due to a labor shortage. The effect of the George-Deen Act was to increase work-related programs in secondary schools ten times in a ten year period. A number of states did not benefit equally from the federal funds, because the funds required a matching in state funds; consequently some states showed more growth in cooperative education than others.

States that demonstrated progress in the programs were California, Florida, Michigan, Minnesota, and New York (33, p. 28).

Post-World War II

Immediately following the end of World War II, the George Barden Act of 1946 was passed. This Act provided money for additional development of the original Smith-Hughes Act and increased its scope. The National Defense Act (Title VIII) of 1958 was authorized for the appropriation of funds only to support highly trained technicians in known occupations for the betterment of the national defense (33, p. 28). Two significant acts which contributed to the historical development of cooperative education need to be mentioned. The first, the Area Redevelopment Act of 1961, played a role in vocational education for those individuals who were unemployed and underemployed in economically deprived areas. The Act provided for the identification of and development of learning programs for such persons. The second, the Manpower Act of 1962, added more funding for training and improving the highly developed programs.

The Vocational Education Act of 1963

The Vocational Education Act of 1963 was passed under the Johnson Administration. The Act was signed into law on December 18, 1963. This Act played an important role in helping disadvantaged

students, especially those students who were in the ghetto areas.

This was the beginning of a new look at vocational education, which the federal government clearly stated:

It is the purpose of this part of the act to authorize Federal grants to states to assist them to maintain, extend, and improve existing programs of Vocational Education, to develop new programs of Vocational Education, and provide part-time employment for youth who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities in the state--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment and which is suited to their needs, interest, and ability to benefit from such training (53, p. 18).

Cooperative education profited directly from the Vocational Act of 1963. The cooperative education programs generally were set up to meet the needs of all students and to insure their vocational education opportunities.

The employment arrangements for students were done in a realistic mode. Students were given jobs relating to their present interests or their future profession—"a method of instruction which provided relevant laboratory experiences in a real-life setting (33, p. 29)." This style of education was considered an outstanding technique in developing the skills and minds of the students and in meeting their needs. The report by the National Advisory Council on Education

stated the following: "The part-time cooperative plan is undoubtedly the best program we have in vocational education. It consistently yields high placement records, high employment stability, high job satisfaction (67, p. 14).

The Vocational Education Act of 1968

The 1968 Vocational Education Act was an amendment to the 1963 Vocational Education Act. The Amendment was added to meet the needs of those cooperative education programs that satisfied the definition set by the federal government which is as follows:

The term "cooperative work-study program" means a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative work-study program (63, p. 1).

For one to comprehend an explicit definition of a "cooperative work-study program," one must look at the basic duties of the students, the employers, schools, colleges, and so forth, as described in the Handbook of Cooperative Education:

1. the student's off-campus experience should be related as closely as possible to his field of study and individual interest within the field;
2. the employment must be a regular, continuing an essential element

- in the educational process;
3. some minimum amount of employment and minimum standards of performance must be included in the requirement for the degree or certificate presented by the school;
 4. the working experience will ideally increase in difficulty and responsibility as the student progresses through the academic curriculum and, in general, shall parallel as closely as possible his progress through the academic phase (10, pp. 29-30).

To further clarify the difference between cooperative, work-study education and the Federal Work-Study Program, the investigator examined both programs. The Federal Work-Study Program came into existence in 1965 to assist needy college students. Such students, after meeting financial-need requirements, work mostly on-campus in part-time employment for a maximum of fifteen hours per week, with the federal government paying 80 per cent of their salaries and the college paying 20 per cent. The funds may also be used for part-time, off-campus work, in non-profit organizations or for full-time employment in organizations participating in cooperative programs. These arrangements required a contract between the cooperating agency and the college. Again, the employing agency pays 20 per cent of the student's salary and the federal government pays 80 per cent. One advantage in using work-study funds in this manner is that it enables the students to work with certain desirable employers where salaries would not normally be paid. The funds can also be used to supplement salaries that are undesirably low (10, pp. 29-30). If one examines carefully the duties

of the students, colleges, and employers, it is evident that cooperative programs are designed for both educational and vocational training.

Research in Cooperative Education Programs
with Particular Emphasis Upon
Disadvantaged Youth

Cooperative education programs have varied in their approach and style. These programs range from the training of brick layers to the training of medical doctors and psychologists. Booker T. Washington, a Black educator and the founder of Tuskegee Institute in Tuskegee, Alabama, in 1881, based his philosophy on educating the mind as well as the hand. The following excerpt taken from the autobiography of Washington explains his beliefs:

From the very beginning at Tuskegee, I was determined to have the students do not only the agricultural and domestic work, but to have them erect their own building. My plan was to have them, while performing this service, taught the latest and best methods of labor, so that the school would not only get benefit of their efforts, but the students themselves would be taught to see not only utility in labor, but beauty and dignity, would be taught, in fact, how to lift labor up from mere drudgery and toil, and would learn to love work for its own sake. My plan was not to teach them to work in the old way but to show them how to make the forces of nature--air, water, steam, electricity, horse-power--assist them in labor (69, p. 108).

These Black students, during this period in American history, were definitely at a disadvantage, and most of them entered the Institute on the basis of working. Not only were these students preparing themselves with a work experience, but they were helping to improve the

nature of the community and to up-lift the Black race. Washington's philosophy proved to be a success because Tuskegee Institute is surviving to this day.

In 1906, when Herman Schneider conducted his first experiment in modern cooperative work programs at the University of Cincinnati, he realized that a special study would have to be conducted in this area of education. In 1917 this study was conducted by the staff of the Federal Board of Vocational Education. The study showed that research in cooperative education should not be taken lightly, but should be based on a broad continuum. The investigations and prepared reports made by the Board aided many states in promoting and developing their programs. In this section, research data will be given to explain the importance of cooperative education in the American school system, with special emphasis upon the disadvantaged youth.

The problem most school systems are confronted with is the disadvantaged youth and dropouts. There is evidence that cooperative education had been an aid in giving these students a new perspective on education. The disadvantaged youth is described, usually, as a low income, minority student whose environment does not offer a variety of educational opportunities. These minority youth are often Blacks, Indians, and Puerto Ricans. Public education is provided for these students, but it does not always meet their needs.

Cooperative education programs are designed to meet the individual needs of the student. Listed below are three basic types of programs that are subsumed under Cooperative Education.

Exploratory Work Experience Education

Definition: a program that provides an opportunity to sample systematically and to observe a variety of conditions of work that will contribute to the career guidance and development of the students for the purpose of ascertaining personal suitability for the occupation the student is exploring.

Purpose: to contribute to the career guidance and development of students.

General Work Experience Education

Definition: a program that provides maturing experiences for high school youth through supervised part-time employment as a part of their total school program. This part-time work need not be related to the specific occupational goals of the students.

Purpose: to assist students to become productive, responsible individuals through employment experiences.

Vocational Work Experience Education

Definition: a program of vocational education that provides occupational preparation through a cooperative arrangement between the

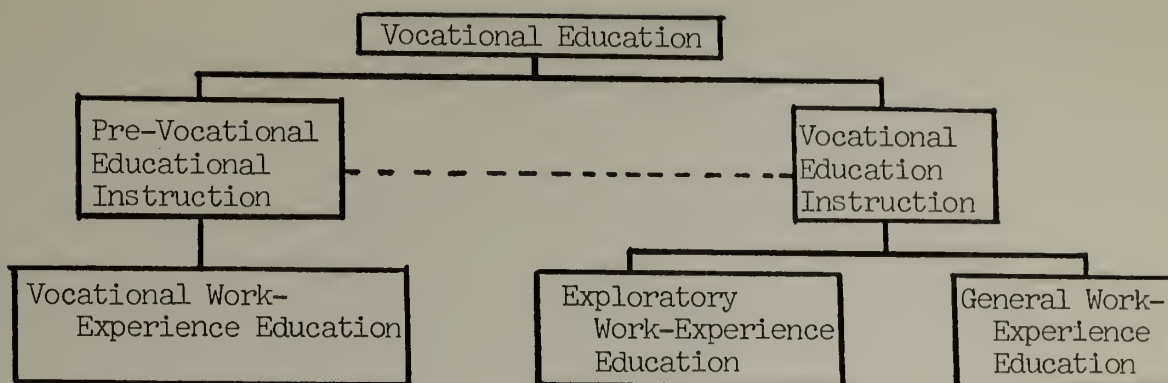
school and employer from date of entry into a specific occupation.

Purpose: to assist students in developing and refining those occupational competencies necessary to acquire employment and to advance in the occupation of their choice through a combination of related instruction and employment experience (55, p. 3).

The previously mentioned programs which are subsumed under cooperative education are the three major plans, but other specialized programs are designed to meet the needs of disadvantaged and handicapped students. Adjustments for these needs are found in varying combinations of the three major programs. The following excerpt is a description of a program designed to meet the needs of the disadvantaged and handicapped students:

Work-Experience Program for Disadvantaged Youth. These programs are designed for those slow achievers who have been classified as the "disadvantaged." Until the student is employable, the "total curriculum concept" is in effect, whereby the student remains under the guidance of a teacher who conveys relevant subject matter for entrance into a job. Serving students who are high school juniors and seniors, concentration is also placed upon self-concept and personal characteristics which effect employability and school retention (55, p. 3).

Cooperative programs contain elements of vocational education and vocational guidance which are highly organized. Shown below is a general paradigm of the cooperative program in the State of California School System (55, pp. 5-6).



Guidelines for Cooperative Education

Students are given careful consideration and evaluation before they are placed in a cooperative work program. It is important to know that students who apply to cooperative work programs are very seldom turned away, because a place is generally available in some program with a nature similar to the one to which the student applied. Below is a general list of guidelines that is used in selecting students and employment agencies:

1. Selection of Students. There should be maximum involvement of counselors in this process to determine the interests and aptitudes, and the motivation for each student to enroll in the program. Students with special problems, those wishing only to "get out of school," and those wishing specific vocational preparation should be referred to other school programs.
2. Selection of Work Stations and Placement. The placement of a student need not have relevance to his occupational goal, since the purpose of the program is not vocational preparation. But, for the student who wishes to try out a given occupation, the relevance of the training station is obviously important. The training station must be one which is covered by labor laws and in which the ethical and moral standards do not involve criticism.

The personnel at the work station should understand the purposes of the program and be able to help the student understand the world of work. Even though students may find their own stations, no placement should be made until the program supervisor has made an evaluation visit and explained the purposes of the program.

3. Written Agreement of Employment. A placement should be approved only after the work permit has been approved and a memorandum of agreement signed by employer, school, student, and parent. The agreement, which is without legal validity, should state the conditions of employment and responsibilities of each party to the others.
4. Student Evaluation. It is necessary that the student be evaluated, regarding his personal effectiveness, through a written evaluation by the employer and a conference between program supervisor and employer. In addition, evaluation of student progress should be assessed during visits to the station by the supervisor. It is recommended that supervisors make job visitation once a month or at least twice a semester, exclusive of rating conferences.
5. Program Supervision. To insure the development of desired outcomes and to prevent the program from becoming strictly a released-time, earning situation, consistent supervision by the school is necessary. Depending on travel distances and other factors, such as newness of the program, the supervisor (coordinator) should be allotted supervision time in the ratio of one one-hour period for every fifteen students. But, if the supervisor is paid on an extended-day contract, the ratio can easily be 1/20, or sixty students for a three-period allocation for program supervision.
6. Trained Supervisor Employed. The program supervisor need not be a vocational teacher, since the program is general education in nature. Rather, the supervisor needs some training in counseling, and sufficient recent experience in the world of work to be able to work with businessmen. Also, the individual must be of the type physically to withstand the demands of an intensive position and able to prevent a favorable image of the school in his relationships with the community.

7. Related Class Used. Every student of the general education work experience program should be enrolled in a special course which promotes general occupational understandings and provides for individual counseling. The class might meet daily for one period, although shorter arrangements may fulfill the need. It is desirable that the course be taught by the program coordinator since it is he who knows best each student, his work situation, and his needs. In no case should the related class be one that teaches specific vocational content.
8. Program of Interpretation in Operation. One of the prime responsibilities of the program supervisor is that of interpreting his program to other teachers, the employers, the students, and their parents. The supervisor should make use of regular publicity channels and take special pains to provide for face-to-face interpretation at every opportunity.
9. Records Kept. The program supervisor needs to keep adequate records regarding such items as work assignments and hours worked, work permits, individual student personnel folders, ratings and evaluation, and follow-up studies (33, pp. 43,44).

Benefits of Cooperative Education

Research in the area of cooperative education programs has shown that cooperative programs are very valuable to the students, school, employers, and community. Following are a list of benefits received by them:

1. Benefits to the students:

- learn to assume responsibility
- gain knowledge and attitudes necessary for successful job performance
- acquire good work habits
- learn how to get along with fellow workers and employers
- develop personality and poise
- earn necessary funds (except for exploratory work experience education)
- realize the connections between on-the-job production and wages
- discover the relationship between education and job success

explore the fields in which they feel their vocational interests lie and determine whether or not these fields are suitable for them
broaden their knowledge of the occupational world and of working conditions in their communities.

2. Benefits to schools:

provide opportunities to relate academic training to job requirements
provide for use of many community facilities and resources for training purposes, thus enabling schools to provide training in fields not otherwise served
increase ability of schools to hold students in school for a longer period
provide assistance in occupational guidance
enable schools to keep abreast of developments in the business and industrial world
provide a direct avenue through which the school can meet community needs
develop good community-school relations
acquaint employers with work that can be performed by young people trained in the schools.

3. Benefits to employers:

provide a pool of part-time workers from which they may select permanent employees at a later date
provide opportunities for employers to refine and validate their own training methods
provide employers with employees receiving additional training through related instruction at school--training desired but not warranted or possible on the job
serve as training programs for prospective employees of small businesses or industries unable to conduct their own extensive training programs
reduce turnover because employees become adjusted to the job before they accept full-time employment.

4. Benefits to communities:

increase the sources of trained workers who will draw higher pay and be more stable
improve cooperation and communication between school and community

increase chances that young people will remain in the community after graduation (33, pp. 43-44).

Finally, many school departments are now focusing their work experience programs on the following social problems with which most school systems are confronted: (1) aiding slower achievers and disadvantaged youth; (2) attempting to increase retention by preventing dropouts; and (3) preparing students for the general and personal characteristics required for success. Project JESI represents one alternative program which has the same focus.

Career Education and Job Conditioning

Career education should not have as its primary objective the learning of specific job skills. While such skills may be a by-product of the program, the focal point of any career education program should be a system whereby classroom abstractions become relevant to "real life" situations. With this as the primary emphasis, secondary educators can structure classroom experiences into a meaningful body of knowledge from which the student can be helped to elicit hypotheses, theories, and principles. It is these hypotheses, theories, and principles which will equip the student with the abilities to think critically, feel profoundly, and adjust readily to changing life situations. Training in the development of specific job skills, no matter how intense or expert, will not provide the student with the essential life skills--

critical thinking, emotional depth and mental stability (54, pp. 34-35).

The merits of on-the-job training are numerous. Such programs provide an opportunity for students to develop job skills and to explore job possibilities. But any career education program which stops at this juncture is falling far short of its potential. Project JESI is an example of one that did not--career education and job conditioning was only one facet of the entire program and was only one method of extending the educational arena beyond the classroom into everyday life.

Existing Attempts to Provide Alternative Education With a Career Conditioning Component

The purpose of this section is to describe, briefly, other programs with a design similar to JESI, so that the JESI Project is not viewed as an isolated attempt, but rather as one local program against a background of national endeavor. The programs described in the following section fall into three categories: projects, consortia or cooperative ventures, and programs which adopt a high school and provide educational assistance. It will become obvious through an analysis of these descriptions, that JESI embodies some aspects of each of these programs in varying degrees and with different levels of emphasis.

- BOSCOV'S: Department store in Reading, Pennsylvania, sponsored in its stores a Black Heritage Festival, which featured Black leaders in education, science, art, theater, fashion, sports, entertainment, and government.
- CLAIROL: Sponsors with the New York City Urban Action Task Force of a leadership program to build self-esteem in teen-age girls in Harlem. Kenwood Reter Furniture Store supplies space for the program, which includes discussions of fashions.
- JOB SYSTEM: Computerized system developed by Information Science, Inc., to match hard-core unemployed with entry-level jobs or training opportunities on a nationwide basis. Developed with the aid of the National Association of Manufacturers.
- MIND, INC.: A subsidiary of Corn Products to provide pre-job training in basic subjects geared for the hard-core unemployed. Program used successfully by several companies.
- SMITH, KLINE & FRENCH: Wrote part-time responsibility in the Spring Garden neighborhoods into the job descriptions of two community-relations executives. Established an Information Services Center, providing information and advice in health care, food, clothing, etc., to local residents.
- WHIRLPOOL CORPORATION: Doing research studies on day-care centers.

Consortia or Cooperative Ventures

- BALTIMORE CONSORTIA: A forty-six-member Baltimore Consortium, with the Chamber of Commerce of Metropolitan Baltimore, will hire and train 418 hard-core unemployed under the NAB-JOBS Program. An eleven-member Baltimore employer consortium will train and hire eight hard-core unemployed as meat cutters in cooperation with the NAB Program.
- CELANESE CORPORATION: Heads a consortium of companies in conjunction with Columbia University's Urban Action and Experimentation Program to build low-cost housing.
- KOPPERS COMPANY: In conjunction with a twenty-member consortium, formed Allegheny Housing Rehabilitation Corporation (AHRCO) to rehabilitate housing in Pittsburgh area.
- LOCKHEED MISSILES & SPACE COMPANY: Managing a consortium of forty-one companies in the San Francisco area in training the hard-core unemployed.
- MANPOWER, INC. (Milwaukee): Heading a national eleven-company consortium in training the hard-core unemployed.
- NEW DETROIT COMMITTEE: Businessmen and civic leaders organized to rebuild Detroit after riots.

NORTH CITY CORPORATION: Fifty business representatives of North Philadelphia organized to improve job opportunities, educational facilities, and housing for hard-core unemployed.

PITTSBURGH: The Greater Pittsburgh Chamber of Commerce and a twenty-eight member consortium will train and hire 106 hard-core jobless under the JOBS Program.

Adoption Programs

AETNA LIFE & CASUALTY: Adopted Weaver High School in Hartford, Connecticut. Assisting the school newspaper, providing space for examinations, teaching special courses. Also offering driver's training to minority youths at company expense as an aid to job placement.

CHRYSLER CORPORATION: Adopted Northwestern High School in Detroit, Michigan.

COMMONWEALTH EDISON COMPANY: In Chicago, Illinois, about 100 company employees have worked as volunteer tutors with ghetto children.

CONTINENTAL CAN COMPANY, INC.: Has ten centers to provide basic educational skills to employees.

E.I. DU PONT DE NEMOURS & COMPANY: Established "Upward Bound" Program to encourage school dropouts to stay in school.

EASTMAN KODAK COMPANY, Rochester, New York: Designed and developed self-help programs with the aid of the Board of Fundamental Education.

HONEYWELL, INC. and GENERAL MILLS, INC.: Joined to assist the Minneapolis, Minnesota, school system to develop and run programs designed to motivate inner city students to continue their education.

INTERNATIONAL BUSINESS MACHINES CORPORATION: Aided by the Bank of America Foundation, helped greater Los Angeles Urban League open computer job-training center.

MICHIGAN BELL TELEPHONE COMPANY: Adopted Northern High School, 98 per cent Black, in Detroit, Michigan. Makes available labor, technical, and management skills, and training facilities. Michigan Bell managers give night and Saturday courses designed to help students find employment when they graduate.

WISCONSIN TELEPHONE COMPANY: Runs special summer program to keep potential dropouts in school by providing counseling and training (26, pp. 247-251).

In addition to the programs described above, a summary of over thirty programs designed for disadvantaged youths of secondary school age has been assembled (see Table I). This compilation shows the name of the project, the age or grade level of the target population it is designed to serve, its location and funding source, the project objectives, methods of implementation and evaluation, and commentary on the program. A study of this summary will provide a comprehensive picture of existing programs for high-risk students in operation throughout the country.

More than twenty research studies which have been conducted to assess some of the problems and issues surrounding programs dealing with dropouts and potential dropouts have been reviewed (see Table II). The tabulation of this review describes the study, the objectives of the study and the research methodology used, and the findings of the study. This review has been included to demonstrate the intense need for continuous evaluation of projects concerned with high-risk, secondary students.

Table I summarizes thirty-two programs for disadvantaged secondary-aged students operating throughout the United States. The programs cover a seven year period, from 1965 to 1972. All are aimed at reducing the dropout rate among high school students and providing alternative or additional educational opportunities.

TABLE 1

SUMMARY OF PROGRAMS FOR DISADVANTAGED YOUTH

ERIC Number	Name of Project	Age or Grade Level	Location or Sponsor - Funding	Objectives of Project	Methods used and Evaluation	Results or Comments
ED06 4423 ED06 3446 1971	School Home Contact Program	H.S., potential dropouts	Teaching & Learning Research Corp. N.Y., N. Y.	Send 100 family assistants into homes of potential H.S. dropout seniors link home & school through family assistant as model	15,000 families identified Recruited paraprof. from target areas & they serve 18 schools	1) reduced absenteeism 2) reduced class cutting 3) reduced class tardiness 4) reduced school dropout 5) no improvement of academic achievement 6) positive school-parent relation 7) positive student attitudes
ED035 682 1968	Metal workers Training Program	School dropouts 18-21 yrs. 84% Negro	Lockheed-Georgia Co. funded M.D.T.A. Marietta, Georgia	Give training and counseling	Counselor met 3 times a week	
ED036 579 1969	H.S. Redirection Project	high school	N.Y. Board of Education, Center for Urban Ed. N.Y. Ed. Research Comm. MDTTP	1) Coop. school-work 2) redirect potential dropout to full-time ed. & training in voc. ed. 3) job skills, part-time work-study 4) curriculum 5) job orientation	Special curriculum group guidance Eval. by questionnaire interview, observ., visits & examination of school records	
ED037 504 1968	Youth Adjustment Programs in Kansas City	high school	Kansas City School District, Mo.	1) The N. Youth Corp. 2) Rotary sponsored 3) Storefront schools 4) Basic Ed. Stud. Trg. 5) MTP 6) Missouri Coop. Work 7) Prog. for handicapped 8) Central Placement Serv. 9) Work-study, Rotary Board of Education	Evaluates nine projects for high school	Herdler, Joseph A., "Youth Adjustment Programs in the Kansas City Schools"
ED040242 out 1968	Project Interchange Career Planning Center	60 boys 16-18	Seattle School District	1) help low-achieving young adults & potential dropouts remain in school 2) assist them in determining & accomplishing meaningful goals	1) Basic skills curriculum 2) Group counseling 3) Work experience 4) Used paraprofessionals	

Note: Boxes which do not contain any information indicate that no data is available in that category.

TABLE 1 (continued)

SUMMARY OF PROGRAMS FOR DISADVANTAGED YOUTH

ERIC Number	Name of Project	Age or Grade Level	Location or Sponsor - Funding	Objectives of Project	Methods Used and Evaluation	Results or Comments
ED06 1479 1970	Project ARISE (Adult Referral and Information Service in Ed)	Adults Youths	Providence, Rhode Island Public Schools	Provide info. referral & counseling on available resources & services in R.I. & Providence	Counseling & directory of ed. programs, cultural opportunities & guidance services	1) directory 2) dialogue 3) initiation of TV high 4) quality of project management
ED061 426 1970-1 1971-2	Project Tomorrow	high school	Colorado State Bd. of Community Colleges & Occ. Ed. (Denver) Colorado State Univ. (Ft. Collins) Dept. of Voc. Ed.	Better voc. ed. for Colorado youth & adults who have special problems	Phase 1 - get one voc. counseling teacher in each district Phase 2 - get team in each district	
ED061 400 1971	Project Stay	high school	St. Louis Bd. of Ed. Title 8 of PL 90-247	dropout prevention and reduce number of dropouts	work-study programs increase guidance, cont. ed. opport. for pregnant girls, social adjustment classes, instruction curriculum revision, after school activities	Did reduce dropout rate
ED062 549 Feb. 72	Operation Bridge	Chicano, high school youth disadvantaged	Greenly, Colo., Aims C.C. & local dist. Bur. of Adult Voc. & Tech. Ed. (HEW/OE)	Coop. program between Aims & local school Dist. vocational program	1) provide intensive voc. counseling for total family unit 2) provide broad occup. orientation K-12 3) tutorial assist. to all voc. & prevoc. study in Operation Bridge 4) dev. work experience 5) job placmt. & folup	First year-inservice training for teachers and use of career exploration packages for K-6 Recommend: 1) career skill center 2) expansion of program 3) increase use of advisory personnel
ED06 4425	Benjamin Franklin Urban League Street	high school dropouts	N.Y. Bd. of Ed. ESEA Title I Teaching & Learning Research Corp. N.Y., N.Y.	1) help stud. stay in school 2) help dropouts return to school or enter work world	Evalu. of 1969-70, 1970-71 participants in program Interview, questionnaire, school records, statistics	1) approx. 80% of those who entered 1967-70 are in school or employed 2) 46% of former students are still in school and 34% working 3) 90% entered the academy are in school or employed

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TABLE 1 (continued)
SUMMARY OF PROGRAMS FOR DISADVANTAGED YOUTH

ERIC Number	Name of Project	Age or Grade Level	Location or Sponsor - Funding	Objectives of Project	Methods Used and Evaluation	Results or Comments
ED050 174 1970	Christian Action Ministry Academy	high school	Chicago, Illinois Univ. of Ill. Circle Campus	Help Black dropouts complete high school diploma & secure college placement	Used Stufflebean's model for evaluation areas - context, impact, process & product	1) 50% retention rate 2) 80% summer employment Need better method of gathering data
ED051 379 1970	Commuter Job Corps	high school	Utah Research Coord. Unit for Voc. & Tech. Ed., Salt Lake City (OE)	Retain employment	Evaluate by control group. Comparison on student retention, return to school, employment	1) More had adjusted to work world 2) age & school grade completed 3) employment effectiveness of students
ED052 283 1969	Cincinnati Clerical Co-op (NYC) Neighborhood Youth Corp	high school	Cincinnati, Ohio George Washington Univ. MA (Dept. of Labor)	Skill Training Program to enhance clerical employment of out of school NYC 127 enrollees Work experience & skill experience given in ed. center	Compared to central group significance on program experience, follow-up involved	1) dev. vocs. maturity 2) increased gen. self-esteem 3) increased school self-esteem 4) prod. positive posttreatment school attitudes Recommend: 1) career exploration, learning labs, with highly dev. prevoc. prog. be made accessible to more students
ED056 191 1971	W.O.C. in Minn.	Junior High School 200 students	Minn. Research Coord. Unit in Occ. Ed., Minneapolis, Minn.	1) non-school setting to meet needs of disadv. inner-city youth. 200 jun. h.s. youth, 1/2 day program voc. & rel. trg. at WOC. Small classes, indiv. instruct. positive work school & self-attitude	Eval. Centered group: 1) home-school records 2) pretest-posttest measures using (a) voc. dev. inv. attitudes scale (b) self esteem invent. (c) school attitudes inventory	1) only 6.9% dropped out compared to 18% and 28.1% in voc. & regular classes 2) absentees 4.5% compared to 9.5% & 4% 3) attitudes significantly different pre and post
ED056792 1971	The Casa Grande Union High School District Program	Freshman, h.s. potential dropouts aimed at 1969 minority 43 stud. 30.6% anglo, 39.4% MexAm., 18.1% Ind., 11.9% Black	Casa Grande, Orig. Arizona Univ. Tucson Natl. Ctr. for Ed. Research & Development (DHEW/OE)	1) hold students in school 2) shift their attitudes to school & self 3) special attention to courses English & Math & Team teaching	Eval. Comparative Groups in school. Pretest & Posttest attitudes to school	

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TABLE 1 (continued)

SUMMARY OF PROGRAMS FOR DISADVANTAGED YOUTH

ERIC Number	Name of Project	Age or Grade Level	Location or Sponsor - Funding	Objectives of Project	Methods Used and Evaluation	Results or Comments
ED041 167 June 1970	Work Opportunity Center (WOC)	H.S. dropout, hard core unemployed, youth	Minneapolis, Minn. (OE) (HEW) Bureau of Research	Creative innovation, individual attention change & flexibility & Voc. Ed.	Medical care Curriculum help	Follow-up study: 1) better paid 2) self-concept 3) better adjusted than non-attending peers.
ED042 882 Summer 1966, 1967	TIDE (Testing, Informing, Discussion, Evaluation)	high school	Manpower Admin., Part Dept. of Labor, Part of Youth Opportunity Centers (YOC) prog.	Employment Give orientation	Through programs at YOC	20% placed on jobs, 15% entered JOB Corps, 13% returned to school, 11% recruited for MDTA vocational training In 29 centers, in 22 states & 1967 - 1031 youth trained in 32 Youth Opportunity Centers (YOC)
ED044 606 Nov. 1 1963 May 31 1965	Oak Glen California Youth Conservation & Training Program	Dropout 16-21 Unemployed	California placed in OEO under Job Corps classification & later Dept. of Labor	1) basic skills, attitudes & production of useful conservation work	Trained 6 mos.	Phased out by President Nixon.
ED04935 1971	Vocational Village	H.S. dropout or potential dropouts	Portland, Oregon Portland School District, OE (DHEW)	Individual personal instruction 1) modify procedure to screen & admit stud. 2) behavioral based materials with job approach 3) increasing cooperative arrangements with community agencies, business & industry 4) eval. of students in program	Used nontraditional high school	1) Dev. eff. method of interviewing & screening prospective students 2) Guidelines for dev. & using job sheets to personalize & individualize instruction 3) Efficient method to monitor students
ED049 517 1971	Dallas Project Performance	high school	Dallas, Texas	Performance contract remove math, reading & motivation deficiencies	Achievement motivation component concerned with occupational trg. in conjunction with 25 local employers	

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SUMMARY OF PROGRAMS FOR DISADVANTAGED YOUTH

ERIC Number	Name of Project	Age or Grade Level	Location or Sponsor - Funding	Objectives of Project	Methods Used and Evaluation	Results or Comments
ED057 230 1969 2 year	ESOPUS Prep. (Prep school for the poor)	Potential High School Dropouts	N.Y. Human Resources Admin., N.Y. M.A. Dept. of Labor (Nat. Tech. Info. Ser.)	1) Assess the feasibility & rel. effectiveness of 3 comp. setting residential, prevoc. youth manpower devel. programs of varying duration 2) dev. trainability of poten. hard core school dropouts 3) Invest. feasibility dev. new non teach curriculum	1) Remedial ed. 2) prevoc. orientation 3) counseling & resid. living	Want to see if continue on ed or seek employment
ED058 527 1971	Operation Young Adults	Potential & actual h.s. dropouts	N.Y. Rochester Jobs, Inc., N.Y. (Nat. Tech. Info. Serv.)	1) work-study program 2) demonstrate relation between education & work	1) assist. actual drop- out & poten. to under- stand rel. of work & ed. 2) use trade instructors & acad. teachers 3) work rel. curriculum 4) transfer earnings into reg. school system	Phase I served 532 students age 14-21 of whom 110 dropped out of traditional high school
ED060 139 1970-1	Detroit Jr. H.S. Work Training Prog.	Disadvan. Jr. H.S. 14+	ESEA Title I Detroit Public Schools, Dept. of Research Dev.	1) provide income & work exp. for disadvan. Jr. H.S. students 2) motivate them to conti- nue ed. through h.s.	1) remain in school 1 yr. after 16 yrs. 2) improve school atten- dance & punctuality 3) show growth in ability to perform on job along with good work habits	1) follow-up data on former participants one year after 16 2) absence tardiness records of participants & nonpart. 3) ratings of trainees by work sponsor or job. pref. charac.
ED060 161 1961 4 yr. ex- periment program 1971	CBAE prog. Coord. Voc. Acad. Ed. Prog.	Potential dropouts Jr. Sen. h.s.	Houston Indep. School District, Texas	1) retain potent. dropouts 2) adjust basic course of study which would assist them in overcoming acad. deficiencies & provide occ. orientation & skill dev. training	1) class size held 20 less 2) single lessons in small groups 3) 2 of 6 periods to learning arts, esp. reading 4) mod. math 5) encourage extra. curr. 6) guidance prog. was aimed at self-attitude-l-peer- 1 world 7) work-study prog. in 5 years	1) Had administration & personnel problems 2) some counseling involved
ED060 163 1970	NYC Summer Pilot Pro- gram	81 economic- ally disadv. youth h.s.	Kansas State Univ. Manhattan Kansas MDTA (D. of Labor)	1) summer employment 2) ed. & social enrichment 3) familiarization with world of work, prevent dropouts from h.s. by prov. meaningful sec. ed. program	1) spend 2 wks at U. of Kansas along with super- visors & teachers 2) split into 6 teams to work in gov. & non-profit agency 3) each team had 2 teachers & college age advisors	

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TABLE 1 (continued)

SUMMARY OF PROGRAMS FOR DISADVANTAGED YOUTH

ERIC Number	Name of Project	Age or Grade Level	Location or Sponsor - Funding	Objectives of Project	Methods Used & Evaluation	Results or Comments
ED06 6567 Nov. 1971	Postal Academy Program	Disadvantaged School Dropouts and Postal Employees unable to qualify for advancement	Manpower Admin. Dept. of Labor, Wash., D.C.	1) educate and motivate disad. school dropouts 2) upgrade lower-level postal employees	Evaluation Study field study, interviews, personal files	1) by June '71 cumulative enrollment was 1,644 2) 1/2 of enrollees males 3) they were educating & motivating school dropouts 4) not upgrade, lower-level postal employees, & this part of program discontinued
ED06 6559 May 1972 May 1972	Work Exper. & Career Exploration (WECEP) Early School Leaver (ESL)	Potential dropout 14-15 yrs Early School Leaver	State of Illinois Program State of Illinois Program	1) expose potential dropouts to world of work 2) impress on them the importance of h.s. ed. 1) upgrade of job skills by exploring the world of work 2) acquiring greater academic skills	Evaluation by: S.I.U. and Ill. State Board of Voc.Ed. & Rehab. Voc. & Tech. Ed. Div. Spfd., Ill.	
ED06 6530 1971-2	Project Process	high school	Fall River's Public School, Mass. ESEA Title 8 See 807	1) integrated model within school system 2) reduce # of dropouts 3) use institutional change strategy by developing a flexible atmosphere where learning can take place		Basic assumption is that institutions must change rather than students who are "pushed out" of school by these other factors. Have an extensive evaluation process
ED062 479 1971	Project VIII: Paducah-Louisville Consortium	high school	Paducah Public Schools, (OE HEW) Murray State Univ. of Louisville	1) attack personal, social, problems of potential dropouts	1) classroom interview unit including motivation & personal adjustment 2) 2 staff members train target area teachers in behavior-modification 3) home-school activities 4 coord. 6 2 assistants to work with parents	

Note: Boxes which do not contain any information indicate that no data is available in that category.

TABLE 1 (continued)
SUMMARY OF PROGRAMS FOR DISADVANTAGED YOUTH

ERIC Number	Name of Project	Age or Grade Level	Location or Sponsor - Funding	Objectives of Project	Methods Used and Evaluation	Results or Comments
ED060 187 1970	Detroit Job Upgrading Program	Voluntary Potential & Actual dropouts 16-20	15 centers in high schools throughout Detroit ESEA Title I	1) Voluntary 2) Trainees goals come first	1) comes & requests acceptance 2) interviewed by counselor coord. 3) then his prog. be either for job, ed.	
ED060 187 1971	Comprehensive Program in Occ. Prep. & Placement	All levels of education	Helene, Montana School District/ Helene, Mont. Bureau of Adult; Voc. & Tech. Ed. OE	1) ways to bring about more occ. info. & career ed. 2) broaden occ. orientation at primary & secondary level 3) prevent dropouts 4) develop opp. for work experiences 5) provide more vocational counseling	30 career & occup. units dev. grades 1-6 resource persons used in 65 teachers & 1,475 students, used field trips etc.	
ED060 196 1970-1	Diversified Satellite Occ. Prog.	Jr. & Sr. High School	Salt Lake City, Utah Granite School Dist. Bureau of Ad. & Voc. & Tech. Ed. OE/HEW	1) Elem - help students dev. understanding of occup. competencies 2) Jr. H.S. prev. of dropouts 3) S.H.S. - dropout prev. Re-enlistment of prior dropouts, & prov. occup. & info.	Work program for sr. high school as teacher aides	

Note: Boxes which do not contain any information indicate that no data is available in that category.

TABLE 2
SUMMARY OF STUDIES RELATED TO DISADVANTAGED YOUTH

Name of Study and Eric #	Research Unit and Location	Objectives and Methods of Evaluation	Findings
#ED060462 Findings of a Dropout Prevention Study of the Spartanburg City Schools and resultant recommendations. Final Report by Edgar M. Easler	CES/Communication and Ed. Services, Inc., Spartanburg County School District 7, S.C.	A study representing a new level of involvement in the problem of dropout prevention is presented. The point is made that a dropout generally is a person who does not see his public education as related to his particular needs or goals.	Recommendations are: (1) Establish a regularized school-community input and feedback system to enable parents, students and community persons to provide both input & feedback related to curriculum & teaching methodologies; (2) Institute a comprehensive & coordinated pre-school program to diagnose, remediate, & alleviate learning difficulties in pre-school children; (3) Provide experiences to ease the transition from elementary to junior high schools; (4) Introduce added vocational majors and courses into the high school & added academic offerings into the vocational school; (5) Establish a comprehensive secondary academy and adult education center to afford opportunities for students 17 years of age or older to attend classes that would earn high school credit; and (6) Change the class organization for the junior & senior high schools to allow small groups of students to progress throughout their secondary school program with the same home room teacher, core-subject teachers & the same counselor.
#ED055222 Variable Related to the Educational-Vocational Decision-Making of High School Seniors by Julian P. Tatup, Jr.	Dissertation, Colorado State College	Purposes of study: (1) to discover what educational & vocational decisions selected senior & senior dropouts had made; (2) to investigate some selected variables important to the decisions of the students; (3) to discover some important implications from this research to assist counselors, teachers, curriculum specialists, & administrators in their efforts to help students. A general questionnaire survey, the counselors' interviews of the students, review of the dropout data form, and an instrument on how seniors & senior dropouts make decisions.	Approximately 69% of the seniors planned to continue their education, while 70% of the dropouts had plans for jobs, marriage, and entering military service; seniors' top ranking reasons for the selection of high school curriculums were interest, college requirements, educational plans, & ability, & sex, health, finances, father's education, & student's ability had some effect on seniors and seniors' dropout decisions.
#ED055211 A Predictive Model for the Identification of Potential Dropouts from Voc. Trg. in a Comprehensive Rehab. Ctr.	Ed.D. Dissertation, Penn. State University by Leonard G. Perlman	To analyze selected demographic & psychometric characteristics of dropouts & graduates from voca. trg. at a comprehensive rehab. ctr; nearly 600 dropouts & graduates of the Penn. Rehab. Ctr. were studied	Five variables were found to be useful in predicting dropouts: (1) pre-selected trg. goal upon entry; (2) sex; (3) age at onset; (4) entry age; and (5) years of work experience; (6) validation of the model and cross-validation in other rehabilitation settings are recommended prior to any practical use.
#ED056316 Minority Youth Families: A Comparative Analysis of Att. Betw. Self & Family by Bershel D. Tecneurg	Arizona Univ. Tucson	A special program has been designed to meet the needs of 43 of these youth, 9th graders are considered potential dropouts. The Tenn. Self Concept Scale was self-admin. by the entire freshman class	Those students in the special academic program were found to be considerably more self critical & to devalue themselves as family members more than their peers. The results are discussed in terms of their usefulness both for better understanding these youths and for programming more effectively for them in the future.

TABLE 2 (continued)
SUMMARY OF STUDIES RELATED TO DISADVANTAGED YOUTH

Name of Study and Eric #	Research Unit and Location	Objectives and Methods of Evaluation	Findings
#ED040247 Black Urban Students' View of Themselves and Their Counselors by William C. Thelmer, Jr.	Speech Given Before the American Personnel & Guidance Assoc. Convention, New Orleans, La.	Interviews were conducted with 39 junior high school students, whose low attendance records virtually deemed them dropouts, & with 26 parents to determine their perceptions of their school -- specifically the building, teachers, course content, methods of instructions, & the school as a whole	The school & teachers were by & large rated adequate but that some teachers (generally classified as "bad teachers") lacked knowledge of how to deal with students & that course content was often irrelevant & uninteresting. Students expressed a desire for new programs that would help them find jobs & develop a self-identity. Questions on educational & occupational aspirations revealed that graduation from h.s. & acquisition of semi-professional & professional occupational status was not associated with regular attendance, & that students' occupational aspiration levels were not realistically adjusted to their plans for furthering their education. Students saw lack of needed courses as the greatest obstacle to finishing h.s. Data suggests that counselors should spend more time discussing the relevance of school to careers.
#ED048609 Determinants of Ed. Attainment and Retention in School by John R. Sefa & Roger A. Wilkens	Paper presented at the American Ed. Research Assoc. in NY Ohio State Univ. Columbus, Center for Human Resource Research	Explores relationship between: premature withdrawal from h.s.; entrance to college & several attitudinal, socioeconomic and demographic measures taken from a national probability sample of 5,225 young men interviewed in 1966 and again in 1967	Being average in grade in 1966 and at least 17 in 1967 strongly increased the likelihood of dropping out of h.s. & this relationship affected blacks much more than whites. Among youth not over-age, low IQ & living in the west (whites) or south (blacks) increased the probability of premature withdrawal from school. A combination of relatively low educational aspirations, low family income, & low expenditures per pupil also increased the probability of dropping out of school. While blacks constituted less than 1/3 of the sample, they were a majority in these disadv. categories. The educ. expectations of seniors were strongly predictive of entrance to college. Expectations, in turn, were closely related to h.s. curriculum & mother's educational attainment. Despite low family incomes & relatively little education of many of their mothers youths with high IQ's in these circumstances were more successful than average in moving into college.
#ED049344 The Social System Contributor or Inhibitor to the School Dropout by Theo. J. Cufley	Prepared for presentation at the meeting of the American Orthopsychiatric Assoc., Wash., D.C.	In 9/69, a study of dropouts was initiated in the Quincy, Mass. Public School System. The aims of the research were to determine actual nos. of students leaving school prior to grad. To analyze factors involved in the decision to leave school; to compare dropouts with a random sample of non-leavers; & to follow-up leavers to assess their progress & retrospective attitudes toward school	School leavers tended to belong to the lower class; have an increased absentee rate; have more acad. difficulty & failure; be kept back; & be more negatively evaluated by their teachers. While it would appear that the leaver made his own decision in most cases, interviews revealed that leavers & their parents were given the choice of "orderly withdrawal or suspension," and they selected "orderly withdrawal." Parents also discussed futile efforts to have the child's program altered, resulting in increased disinterest in school. Most were unemployed & retrospectively regretted or questioned their decision to leave school.
#ED050355 The Trauma of the Dropout by Craig W. Davidson		The study concerns the identification, interpretation & interrelationship of factors which are germane to a student's perception of himself & his environment & a questionnaire was developed for eliciting candid responses from dropouts about themselves, their families & the public school. In addition, interviewers, equipped with cassette tape records interviewed a random sample of 166 dropouts.	Pregnancy, overage & poverty accounted for the largest number of female dropouts; overage & poverty were the reasons given by a majority of male dropouts; & most boys had vocational goals. Add. counseling, more ind. help from teachers, & a meaningful job trg. prog. are the changes most needed to reduce the no. of dropouts. A tremendous need exists for creating a school environment in which all students are treated with compassion.

TABLE 2 (continued)
SUMMARY OF STUDIES RELATED TO DISADVANTAGED YOUTH

Name of Study and Eric #	Research Unit and Location	Objectives and Methods of Evaluation	Findings
#ED053235 Puerto Rican Dropouts in Chicago: Numbers and Motivation by Isidro Lucas	Council on Urban Ed., Chicago, Ill. Office of Ed. (OHEW) Wash., D.C., Bureau of Research		This study found indications of high percentages of dropouts among Chicago Puerto Ricans; their educ. problems seemed similar to those of other Spanish-speaking pupils in urban situations. The dropout count revealed a rate of 71.2% for P.R. pupils who had received a substantial portion of their ed. in the North American Continent. 8th graders, freshman, & seniors still in school who were examined for motivations to demonstrate that they had problems of self-concept caused by discrimination. Difficulty in relating to their parents, & a progressive estrangement of pupil from school. Schools were found to have very little influence in increasing the stay-in rate: they did little to improve student self image or cultural identity. Further, students' reading habits, commitment to doing homework, & future aspirations decreased the longer they stayed in school. Knowledge of Eng. was greater among dropouts than among seniors staying in school; these seniors knew more Spanish than dropouts. All groups lacked courses in P.R. culture & 80% of them desired such courses. Families played no role in the running of schools, nor were there many Spanish teachers in the schools. Both these factors when present & operant were proven to substantially reduce the dropout rate.
#ED054303 Houston's Out-of-School Neighborhood Youth Corps by Robert Clasov & Edwin Harwood	Rice Univ., Houston, Tex., Dept. of Anthropology & Sociology, Manpower Admin. (DOL) Wash, D.C. Office of Manpower Research	To evaluate the effect of 3 Houston neighborhood youth corps (NYC) Out-of-School programs on work act. & job futures of poverty youth as well as to provide recommendations for prog. improvement, statistical data is limited because it was not always known how the sponsors compiled the data, & there were some informational gaps in the trainees' folders.	Some major findings were: few males are in the program because they can earn more money in unskilled & semi-skilled jobs; more females are in the prog. because they cannot compete as well for the better paying semi-skilled jobs; remedial ed. has been a failure; the agencies that need trainees the most are often the least able to hire & pay the lower wages; & the sponsor faces a serious dilemma in the case of those girls who are of low-level intelligence, unmotivated, or exceptionally deficient in ed. Recom. were made for work stations, counselor caseloads, trainee enrichment, counseling tech., restrictions on male employment, trg. courses for females & financial rewards & bonuses.
#ED051938 Study of Voluntary School Dropouts in the Lakeland Union High School Dist.	Lakeland Union H.S., Minnequa, Wis. Wisconsin State Dept. of Public Welfare, Madison	To bring about a better understanding of the school dropout, determine maj. dropout causes, & identify difficulties & achievements of dropouts in the Lakeland Union H.S., Wis. Utilizing a control group of 100 stud, selected on a basis of sex, parent occ., geo. location of home, & race (Anglo or Indian) - all of which corresponded with the dropout.	The poverty group was characterized by hostility toward the community & its power structure, dependency upon welfare, & today being the only real entity in time. The non-poverty grp. showed these attitudes of rejection as well as paternalism toward the poverty group. Lack of leadership ability & lack of participation in extracurricular activities. Negative or non-caring attitudes by parents, lack of academic achievement, & lack of periodicals in home all correlated positively to dropouts. This study also pointed out that Indian dropouts may be running from cultural conflict in the society, in instructional assumptions, & in value judgements of the school.
#ED051512 A Critical Analysis of School Leavers in the Quincy Public School System by Theo. J. Cur'ey and others	Paper presented at MA School Counselors Ass. Conv. in Boston	During the school year 1969-70, Quincy Public Schools conducted an investigation of stud. leaving school for reasons other than transfer & death. Interviews & analysis constitute the sources of data.	Three recommendations resulted: (1) expansion of vocational educational options; (2) increase in instructional flexibility; and (3) guidance involvement with potential school leavers upon identification in elementary school.

TABLE 2 (continued)
SUMMARY OF STUDIES RELATED TO DISADVANTAGED YOUTH

Name of Study and Eric #	Research Unit and Location	Objectives and Methods of Evaluation	Findings
#ED036938 Operation Dire (Dropout Ident. Rehab. and Ed); a report of the study and findings	Ed. Service Bu. Inc. Arlington, Va., Prince George's County Board of Ed., Upper Marlboro	School visits, school records, & direct contact were used to study dropouts & potential dropouts	Indicated that the 2 groups were similar. Both had a high percentage with at least average ability; they were nonparticipants in school activities, tended not to like school, & felt that the schools were too large & had no interest in them. Dropouts had higher rates of absenteeism & failure than potential dropouts. Both grps. desired a curriculum which would prepare them for an occ., although 61% of the dropouts were in the gen. curriculum when they left school & only 6% in occ. programs, of the potential dropouts, only 7% of the gen. curriculum but 40% felt that the school was not meeting their needs.
#ED029049 CEIC Study of High School Drop Outs 1962-63, by Leonard R. Naceman	Ohio State Dept. of Ed., Columbus Div. of Guidance & Testing	Survey of the dropout situation in 1962-63 is reported. Data are presented on dropout rate, month of dropout, & age, grade, & grade repetition. Also discussed are test info, attendance & discipline, maturity, family background, reasons for leaving school, future plans & activities of dropouts, & the exit interview.	Dropping out is found to be related to one or more of 5 factors, charac. of the youth, the reaction of the school to unsuccessful students, the home environment, availability of employment opportunities, and "historic events."
#ED028224 Studies of the Effectiveness of NYC Out-of-School Prog. in Urban Sites	George Wash. Univ. Wash., D.C. Social Research Group, Manpower Adm. (DOL) Wash., D.C.	Effectiveness was judged by community & work adjustment of enrollees. Experimental & control groups were selected in 4 cities; samples were mainly negroes, with more females than males.	The program was effective but needs improvement in the racial & sex balance of enrollees as well as in the work adjustment objectives of NYC (even among the NYC enrollees unemployment was high). Noted is the need for attention to such policy issues as more effective job development, coordination between various vocational trg. programs, improved remedial efforts, follow-up counseling, & the differential needs of enrollees.
#ED066567 Evaluation Study of the Postal Academy Program	Manpower Admin. (DOL) Wash.D.C. Research Unit	Based on information collected from field visits, interviews, & personal files	The postal academy had enrolled a cumulative total of 1,644 students as of the end of the 3rd term in 6/71. A little more than 1/2 of the current enrollees are male, the objective of educating & motivating lower-school dropouts is being achieved, & the objective of upgrading lower-level postal employees was not achieved, which led to this part of the program being discontinued.
#ED037647 Down the Up Staircase: A Study of New Careers Dropouts by Patricia Larson & others	Minnesota Univ. Minneapolis, General College	The self-concept questionnaire & an inventory of work interests of needs were administered. A mobility scale was also administered.	Younger men (in their 20's) separated or divorced persons, & nonwhites were more likely than their counterparts to drop out. Dropouts also tended to have fewer children, to be high school graduates, & to have been employed in unskilled jobs or unemployed before joining the program. Illness, family or legal problems, unmet needs in the work or educational situation, & problems of recruitment & placement were among the chief reasons expressed for dropping out
#ED037776 Comparisons of H.S. & Dropouts on Selected family, personality, & vocational variables by Meng-Shu Tseng	Paper presented at American Ed. Research Assoc. Convention, Minneapolis, Minnesota	Investigated 17 dependent variables in the familiar, personality & vocational areas, with male high school students (N=77) & male school dropouts (N=72), matched on age, as 2 levels of the independent variables.	Had parents of lower ed. levels, had fathers whose occ. could be characterized by lower level of difficulty, responsibility & prestige, received less encouragement from parents regarding ed, perceived relationships with fathers to be less fruitful, perceived fathers' attitudes toward them to be lower in acceptance & higher in avoidance, showed lower level of achievement motivation, had lower accuracy in perceiving the occupational prestige hierarchy, showed lower occ. aspiration, & chose occupations of the types which are of a lower level of difficulty, responsibility, & prestige. The significance differences were found between 2 groups on father concentration, parental interest, fear of failure, & self-esteem

TABLE 2 (continued)
SUMMARY OF STUDIES RELATED TO DISADVANTAGED YOUTH

Name of Study and Eric # & date	Research Unit and Location	Objective and Methods of Evaluation	Findings
#ED029067 Achievement Motivation Develop- ment Project by David C. McClelland	Harvard Univ. Cambridge Mass. OE (DHEW) Wash., D.C.	To determine if instruction in achievement help potential drop- outs, subjects were 10th grade stud. Boston H.S., a 1 wk. resi- dential course during winter & spring course content, achieve- ment syndrome self-study, future activities individual responsi- bility group living.	Those who remained in the course for the full 5 days had improved aca- demic performance & better attitudes toward school. On the whole the results are said to be inconclusive. It gains significance largely because the study is one of the very few which show that intervention can produce a significant improvement in "hard core" problem boys.
#ED062079 Dropouts in the Texas Small School Project, 1966-1971	Texas Small Schools Project, Austin	Determining the age, grade, sex & reason for withdrawal for each dropout during 1966-71, based on a 79% questionnaire response from the project schools, the results of which are compared with results from a 1964 survey.	The 1964 study revealed that 10th grade was the dominant dropout grade for males. The 1972 study showed a more even distribution of dropouts throughout the h.s. years. Female dropout patterns were similar in both studies, with high dropout percentages in 10th & 11th grades. Age 17 emerged as the dominant dropout age in 1972 study, as compared with the previous dominant dropout age of 16 yrs. In the 1972 study, decreases were noted in 6th & 7th grade dropouts, in the male-to-female dropout rate, in overall dropout percentage rates, & in students leaving school for a single reason. Marriage, low scholastic ability, & dissatisfac- tion with school were the predominant reasons for dropping out.
#ED062666 Report of Indiana Public School Dropout- Graduate Prediction Study by Gerald O. Dudley	Indiana Univ., South Bend, Sch. of Ed., Indiana State Office of the State Supt. of Public Instruction, Indianapolis	To determine whether differences in charac. exist between public sch. dropouts & graduates, the need for such a study is indicated by the fact that dropouts are finding it more diff. to achieve success in most life ventures. A random sampling from 304 school systems that volunteered to pro- vide data for study. Each system completed a 20 item biographical questionnaire from cumulative record info. of a random sample of 50 graduates & 50 dropouts.	These factors are: (1) the child's scholastic record; (2) the degree to which his classmates accept him; (3) his tested mental ability; and (4) the educational level his mother achieved in school. The upgraded primary, skill development in social relations, peer tutoring, & parental involvement were suggested as partial solutions.
#ED063568 The Youth in Transition Project. Final Report, by Jerald G. Bachman	Michigan Univ. Ann Arbor. Inst. for Social Re- search, Office of Ed, (DHEW) Wash., D.C.	The project summarized in this re- port spans a period of 7 yrs. The results are based on a panel of over 2000 young men. Sampled from among 10th graders in 1966 & fol- lowed for total of 4 data collec- tions concluding in 1970.	A number of characteristics identify the potential dropout & among those dropouts & graduates who were employed. Learning & job satis- faction ratings were not different on the average.
#ED060968 New Mexico State Indian Student Dropout Study, 1st yr. report: 1966-67 by Willard A. Scott	New Mexico State Dept. of Ed., Santa Fe	Purposes were to identify certain charac., influences, & causal fac- tors relating to the school drop- out; to determine the extent & nature of the dropout problem a- mong American Indian students in the State of N.Mex; & to bring the dropout probl. to the atten- tion of educators through N.Mex.	It was found that more males than females dropped out; the no. of drop- outs increased until grade 11; the age at which the greater no. of male dropouts occurred was 17, females 16; approximately 29% of the dropouts were released from school because of truancy; 35% were released but the reason for withdrawing was not reported; 14% withdrew because of trans- fer and/or family move; & the greatest no. of males left school in October, while the greatest no. of females left school in December.

Twenty-two of the programs emphasize academic preparation and dropout prevention, with only minor interest in securing employment. Eight of the programs summarized have as their primary objectives the preparation of students for employment, vocational training and job placement, with attention to basic skills given only as a means to the end result of employment. Two of the programs are concerned with the entire family, and are family assistance oriented.

In Table 2, twenty-three research studies related to high school dropouts are reviewed. Twelve of the studies were focused on the identification, rehabilitation, and education of dropouts, while determining motivational and aspirational characteristics of the dropout. Four of the studies were concerned with outside factors which tend to influence dropouts (e.g., the social system, educational environment, and teacher expectations). Three of the studies were related to students' self-concepts and attitudes and their interpersonal relationships with family, counselors, and teachers. Four of the studies were evaluations of alternative school programs, similar in nature to JESI.

Together, these two pieces of information present a rather complete picture of what is being done in this country today in regard to innovative design in program planning, implementation, and evaluation for this particular population. As can readily be seen, a critical

deficiency exists in all three of the above areas of program design, program planning, implementation, and evaluation for high-risk secondary students. Such a picture puts Project JESI in a better perspective, reinforces the objectives of the developers of the program, and provides greater insight into the importance of its evaluation.

CHAPTER III

BACKGROUND OF PROJECT JESI

Introduction

Chapter III is an historical narrative of the genesis, organization, and implementation of the Jobs, Education, and Self-Improvement (JESI) Project of Springfield, Massachusetts. The narrative includes the identification and description of the major participants and incidents which were influential to the Project as well as a description of the evaluative techniques utilized in the assessment of the Project. Special attention is given to those factors which distinguished the project as unique, such as the counseling component and the involvement of the community.

The United States has become an urban nation, but ironically, American cities have never before had such grave problems as now. Cities are the centers of our civilization, the seats of culture, the hearts of the economic system, and represent the vanguard of thought. But more and more the central cities of the metropolitan complexes are becoming areas of concentration for much of the deprivation of our society. Poverty is contrasted with wealth, and ignorance with great learning. While cities appear to offer unlimited opportunities for achievement, many city dwellers have severely limited horizons.

Springfield, Massachusetts, is challenged by these problems which constitute the contemporary urban crisis. As Springfield has met the need for certain physical improvements in a manner significantly noteworthy, so also the city intends to tackle the social problems in a comprehensive manner.

The city is a network of human relationships which center around homes, jobs, neighborhoods, and institutions. This is a complex and dynamic network, potentially rich with vitality, but too often stricken with malaise. Attempts to alter a small facet tend to have little effect upon the whole. The broadest possible approach is required and should be geared to long-term results.

The city is a place to which people come because there is opportunity in many areas of life. Yet for many who come to or were born in the city, there are interminable road blocks. Some of these barriers are cultural; others relate to the social and economic structure. Certain obstacles seem to center in the individuals themselves, while others have a group base. A fundamental task is to alter the structure for opportunities in education, employment, housing, and other aspects of city life, replacing obstacles with opportunities.

The city is the people. New jobs may be provided, but some people are afraid to apply for them. New housing projects may be built, but some tenants will turn them into slums. New community centers may

be opened, but only a few people may choose to use them. Exciting educational programs may be conceived, but the people may let them die for lack of participation. Therefore, attention must be paid to the underlying motivations, attitudes, and values of the people of the city.

The city is the birthplace of democracy, and today is the testing ground for the effectiveness of the democratic process. Urban problems are immense, and the cultural pluralism of our cities represents both an asset and a challenge to making democracy work. It can work, and it will. A free people may meet this challenge. Through the democratic process, public and volunteer programs may be formulated and carried out. The city can indeed be the place where people, regardless of their heritage, may live, work, and play together, creatively, and in peace.

Springfield JESI--Initial Strategy

The first move was to assess the community needs in order to find out whether a program of this nature was feasible in and acceptable to the Springfield community. This was done by contacting representatives of all special input programs--including the school department--that served young people in the sixteen to twenty-two age group. Meetings were held with these people to discuss the JESI concept. Community

agencies involved in the needs assessment were Northern Educational Service, Springfield Urban League, Street Academy System of Springfield, Inc. (SASSI), Neighborhood Youth Corps, Concentrated Employment Program, Springfield Action Commission, and the Division of Employment Security, among others. After a month of individual contacts and group meetings, it was determined that such a program as JESI was indeed needed, and would be accepted in Springfield. So, in 1971, a physical site, at 100 Chestnut Street, was opened as the first location. The Springfield Redevelopment Authority leased 2,000 square feet of prime space to JESI at a nominal rental fee of one dollar per year. The site was moved in May, 1973, to 121 Chestnut Street, to make way for urban housing.

One must understand the community, and some of the past history of universities involvement in communities, in order to understand why the Springfield community had to be courted, in a sense, before JESI could be established. Many community people have a very negative feeling toward universities in general. It is felt by many that universities view communities as laboratories where their people can come in and gain invaluable training, experience, and credibility, only to move on, without leaving any positive changes or real benefits for the community. It is felt by many that universities take more than they give when they come into communities. One often hears from members of the

community that they will no longer be used as guinea pigs by university people to do their doctoral thesis, publish books, etc. . . . Whether justified or not, these are some of the attitudes which must be contended with when establishing any university-connected project in the community.

Objectives of Project JESI

Jobs, Education, and Self-Improvement

JESI was a community project funded through the University of Massachusetts by the State Department of Education, Vocational Education Section. In July, 1971, with a funding base of \$293,000 for three years, Project JESI began operations. Its goal was to rehabilitate "high risk" disadvantaged high school dropouts in three cities in Massachusetts--Boston, Worcester, and Springfield (see Appendix C, Exhibit 11)--and to substitute success for an experience of failure for these youths. In order to achieve this goal, three areas necessary for the development of human potential were focused upon: occupation, education and self. Included as a basic part of the JESI package was a program designed to stimulate the thought processes, thereby enhancing the chances of the trainee surviving outside of the JESI atmosphere.

Over the three-year period of implementation, the project attempted to develop alternative models for Occupational Education pro-

grams using the cooperative method of instruction. A basic assumption was that the sites (Boston, Worcester, and Springfield), after the development phase of the program, would be used as a base for training administrators and teachers for programs for the disadvantaged. To facilitate that objective, and consistent with that initial purpose of the JESI Project, seed money was allocated to create programs for the disadvantaged in the local communities.

In preparation for the fiscal year 1973-1974, the Worcester and Boston sites were turned over to the local school board and community college, respectively. This has worked to the advantage of all involved, enabling these sites to work more closely with the community, and thus providing a more relevant cooperative work-experience and educational program. The university component now works only in a consultant capacity to the Boston and Worcester sites, enabling it to focus on the Springfield site.

Occupation

The Project was to locate job placements for the youth. In order to insure success and advancement, training in job skills was to be supplemented with positive attitudinal development of both employer and employee. Jobs were found through contact with local employers, national chains, and through special arrangement with the Massachusetts Department of Employment Security. Training for initial job skills

and for advancement was provided by the employer. In addition, the project made available human relations workshops and mini-courses for management with specific emphasis on minority employment problems (see Appendix B, Exhibit 3).

The communication developed in the employers' workshops was expanded through continued personal visitations by staff and the distribution of questionnaires for constant feedback. In this way, the JESI staff was constantly in touch with situations and was able to assist in the employment of each youth. As a result, when problems arose, they were resolved before they became insurmountable.

One important aspect of the successful JESI employment record took place long before the youth was placed on the job. This was the vocational aspect that was incorporated into the classwork.

Education

Added to the specific job training discussed above, emphasis was placed on basic academic skills that are required for success on the job. There were a variety of courses taught depending on the needs and interests of the students (see Appendix C, Exhibit 7: Diagnostic Intake Test).

The teachers, with the guidance of the curriculum coordinator, were continually developing, implementing, and evaluating various educa-

tional guides. Published instructional aides, adapted printed materials, and teacher-made materials were all utilized. Those which were well received by students were "Crossroads," a series of high-interest paperback books from Noble and Noble; "Voices from the Bottom," Jamestown Publishers; Saxon Series in English as a Second Language; and "Read Right" by Glencoe Press (see Appendix A).

Although the available subject matter ranged from remedial math and reading to advanced calculus, students were also placed in classes covering the subject matter needed to pass the examination for a high school equivalency diploma. One of the problems of high-risk high school students was often anxiety related to tests. Subsequent to experiencing individually prescribed and supervised educational programs in the JESI Project, a number of students expressed an improved attitude toward tests when going into the GED.

During the past year and a half, fifty-six out of seventy-five students of the Springfield site who took the GED passed the examination and received their diplomas.

Self-Improvement

The importance of self-concept as a prime motivation behind all behavior is recognized by leading educators and psychologists. A positive self-concept appears to be a prerequisite for a successful learning

experience. As described by Walter, basic to attempts to undertake new experiences is the sense of self-confidence--or the perception--that one's own actions can influence one's personal destiny (68).

Enabling each youth to feel worthwhile, to recognize personal strengths and abilities, and to experience success on a personal level is perhaps the most difficult--but most important--task that was assumed by Project JESI.

Funding of Springfield Site

Programs tend to be more successful when the community feels that it has a stake in them. The developers were attempting to communicate this feeling for JESI within the Springfield community. The development of community involvement and support was a slow but necessary process, and the developers felt that they had the personnel and programmatic resources to insure success.

The Springfield JESI Project operated on a very meager budget of \$45,000 during the 1973-1974 fiscal year. The Project was fortunate in acquiring space without cost and three full-time staff through the Career Opportunity Program and the University Year for Action.

The budget reflected a lack of understanding on the part of the University in relation to the real needs of a project such as JESI. It became evident again that the people who were directly in-

volved should be included in the planning and decision making of community projects.

Staffing

One of the primary goals of JESI was to serve the "high risk" disadvantaged youth in the sixteen to twenty-two age group. This meant working primarily with minority people, many of whom are ex-offenders.

Staffing is a key factor in establishing any program, JESI being no exception. It took approximately six weeks to select a highly efficient professional staff. Included among the staff were various community members in key positions as teachers, counselors, and outreach workers. The entire staff was highly motivated toward developing the potential of the JESI students. This potential proved to be unlimited when elicited by a staff working together as one cohesive unit. In selecting staff, the idea was to hire people who were empathetic as opposed to sympathetic.

The following job descriptions outline the criteria established by the developers of Project JESI in the selection of the staff. JESI staff consisted of six basic categories with assistants in each as needed. The categories are project director, site director, educational coordinator, counselor, teacher, and outreach worker.

Principal Investigator

The Principal Investigator has the responsibilities of the administrative and fiscal management of the grant from its inception to termination.

Project Director

1. serves as chief executive officer for the Principal Investigator at the University of Massachusetts, School of Education, Cluster for Educational Planning and Management, Center for Occupational Education;
2. provides general leadership for the Project's staff and student body;
3. recommends to the Principal Investigator the appointment, resignation and dismissal of all staff;
4. directs the preparation of the annual proposal, and recommends to the Principal Investigator the budget necessary to achieve the quality educational program desired for the Project;
5. reports to the Principal Investigator, verbally or in writing, at such times as it may seem fit or when the Principal Investigator may request, the condition and progress of the Project;

6. appoints citizens advisory committee as requested by the local Site Director;
7. interprets the Project to the community and exercises leadership in public relations;
8. participates in local, state, and national leadership programs for the education of high school "dropouts."

Site Director:

1. provides general leadership for the Project site staff and student body;
2. recommends to Project Director the appointment and dismissal of site staff;
3. assists in the preparation of the annual proposal, and recommends to the Project Director staff positions necessary to attain a quality program for the Project;
4. reports to the Project Director, verbally or in writing, at such times as it may seem necessary or upon request;
5. selects citizen advisory committee;
6. interprets the Project to site staff, student body, parents/guardians, and community.

Educational Coordinator

1. is directly responsible to the Site Director;

2. appoints faculty committees as needed;
3. makes and submits the schedule of classes to the Site Director for the inclusion in the master schedule;
4. makes recommendations to the Site Director regarding the selection of new teachers;
5. administers educational evaluation procedures for the evaluation of contracts and regular teachers;
6. arranges for substitute teachers;
7. makes recommendations to the Site Director and the curriculum specialist regarding curriculum development;
8. makes recommendations for the adoption and uses of textbooks;
9. makes arrangements for the ordering of appropriate numbers of textbooks and educational supplies;
10. promotes a program of growth within the department including in-service educational activities of faculty such as in-service instruction, attendance at educational conferences, visitation to other programs similar to JESI;
11. participates in the orientation of new faculty members;
12. assumes responsibility for seeing that equipment used in classrooms is maintained in serviceable condition.

Counselor

1. counsels individuals and groups as needed;

2. assists students to form a satisfactory academic and vocational plan; provides personal counseling;
3. assists students to maintain an effective and feasible course of study through program changes or revisions;
4. works closely with faculty members on problems of individual students;
5. refers students who need special help, such as handicapped students (e.g., psychometric testing when appropriate);
6. keeps informed about career offerings and requirements of colleges and universities to which JESI students might apply;
7. keeps informed about current occupational opportunities;
8. keeps informed of policy and developments through attendance at community and public meetings;
9. assists the Site Director in presenting vital facts about the JESI Project and particularly its counseling services to high school staff and parents;
10. seeks out jobs for students who desire employment;
11. supervises students who are currently employed in a cooperative work experience;
12. assists with orientation of new enrollees as scheduled by site director.

Teacher

1. keeps up-to-date in subject matter field;
2. establishes objectives for classes and organizes instructions (lesson plans, reading lists, assignment schedule, and method of evaluation) to meet these objectives; administers final examination;
3. informs classes about course objectives, course content, keeps appropriate records on students' progress and assignments, grades on the basis of student creativity;
4. effectively conducts classes, establishes course of study and uses variety of methods appropriate to the particular subject;
5. does his/her part to assure the availability and proper course of instruction material, library resources, text books, classroom equipment and the other supplies necessary to the successful teaching of his/her classes.

Outreach Worker

1. acts as a liaison between the target community and the project;
2. appries the Site Director as to the most effective methods of recruiting and retaining the target population of high

risk youth;

3. assists Site Director and counselor in the collection and dissemination of vital data regarding the Project to target community;
4. assists in the development of employment opportunities for students who are ready for the world of work.

Upon completion of staff selection, there was a week of staff orientation. Included in the orientation was a series of value clarification exercises and strength bombardment sessions. The staff left orientation with some very positive feelings toward each other, which carried over into their relationships with students. The only negative result of orientation was that the staff was feeling so positive that they did not get enough constructive criticism, which is always needed. Attempts were made to remedy this situation during the third quarter funding period of the first year of operation with the establishment of a University technical assistance team consisting of Project Director, Evaluation Coordinator, Curriculum and Teacher-Education Coordinator, On-Site Director, and Job Developer. This team of technical experts was charged with developing an evaluation of the current program and, subsequently, with creating appropriate materials to further the development of the program.

The technical team, with the essential cooperation of the entire staff, was aiming toward excellence in the JESI concept. Basically, this included the aspects of improved community relations, better employer-JESI employee relationships, an aware and effective JESI staff, an evaluation system substantiating feelings about JESI, a curriculum which met the needs of JESI students, and a job market ready and open for the JESI students.

The University component of the project focused on the development of administrative and leadership training for teachers and administrators of programs for "high risk" disadvantaged youth. Special courses were offered in:

1. Urban Community Relations
2. Urban Administration and School Structures
3. Supervision for Urban Schools
4. Administrative Techniques Needed in Programs for High Risk Students
5. Current Concepts, Trends, and Practices in Vocational and Technical Education
6. Bilingual Television Workshop in Education.

Recruitment and Selection

The first group of JESI students was recruited and interviewed

in the Spring of 1971 by the JESI staff. Many were referred by community agencies.

Recruitment was always a difficult process since there are many agencies vying for the same clientele. Some agencies such as Concentrated Employment Project (CEP) and Neighborhood Youth Corps (NYC) paid a stipend, which made it even more challenging for JESI, which did not pay individual stipends, to come up with a program viable enough to attract the youth without the monetary incentive.

An outreach worker whose sole responsibility was to move out into the community and recruit young people was employed. This eliminated the burden from the other staff members and greatly improved the recruitment program.

Recruitment was critical during the first year as there was no uniform funding schedule. Monies were allocated on the basis of names on the project roster. The situation was corrected, subsequently, and funds were allocated on the basis of staffing patterns, so that each site received equal allocations, regardless of the number of persons on the staff.

Community Support

Any community project which is successful must have the support of that community. In order to gain real support, community participation

in planning and decision-making is of prime importance.

A local advisory committee was established to provide community input and support on an on-going basis. The local lay advisory committee was an effective bridge between citizens in the community and the JESI Project that operated in the community.

They provided invaluable learning services to the staff. Solicited and freely-given advice was the primary benefit of this citizen advisory committee. Advice regarding philosophy, policy, rules and regulations, alternatives for resolving community needs, new programs planned, curriculum offerings, new equipment to be obtained, financial considerations, safety programs, and personnel services was given to the staff. In addition, the committee assisted in communicating ideas from the community, served as a liaison for complaints, and assisted in conducting continuous evaluation. Finally, the advisory committee was like a Board of Directors, but their function did not include final determination of policy, nor did they receive any kind of compensation.

Overview of Counseling in Project JESI

The fundamental purpose of the program of counseling in JESI was to help the students remove existing impediments to learning. This was crucial to the students in developing the necessary communication skills and other subject matter skills. As helping agents, JESI

counselors made their services available to all students both on a one-to-one basis and in groups in such cases where it was necessary. Though the needs of students entering the program were defined by the purpose of JESI (Jobs, Education, and Self-Improvement), specific needs of JESI students essential to their actualizing or realizing their short- or long-range goals demanded that counselors identify quickly these needs or impediments and begin to effect a working solution with the counselee.

The counseling component was a vital organ in the total functioning of JESI. It can be argued that it was basic to the success of the Project, due to the nature of the enrollees. The counseling service was designed to increase the student's self-understanding, to enhance self-concept, and to improve motivation and attitudes towards coping with the immediate environment. This often involved helping the student to alleviate self-defeating behavior which perpetuated itself and trapped the counselee in an endless cycle of failures. Further, all efforts were geared towards helping the counselees set realistic goals. This was vital, because unrealistic goals are difficult, if not impossible, to translate into actualities. It was imperative that short-term, tangible rewards for effort were achieved by the students as reinforcement for their continued motivation. Therefore, as previously mentioned, early appraisals and assessments

of an individual's strengths and weaknesses were important in assisting the counselees to begin a series of success experiences, which ultimately resulted in their acquiring a desired job, a GED diploma, continued higher education if desired, and a fulfillment of self. The time necessary for accomplishing these goals depended on the individual enrollee.

It was the JESI philosophy that, as agents of change for effectiveness in human relationships, the staff needed to accept and respect the counselees for who and where they were at any given point in time. The staff was cognizant of those societal factors, group values, and general life experiences which had resulted in the uniqueness of each student as a person seeking freedom in expression and the development of their own individuality. The counselors felt that knowing and respecting the difference in each student enabled them to assist the students. The staff attempted to be aware of all factors that directly or indirectly governed the student's progress in JESI. The one-to-one counseling and the close personal contact that the counselors had with the counselees exhibited true concern, generated trust and acceptance, and established rapport. These were necessary ingredients for a working counseling relationship.

Counseling Components

Jobs

One of the first needs of the students, represented by the "J" in JESI, was getting a job. The urgency of having an adequate source of income was not a luxury or mere want for JESI participants: it was a matter of survival. The absence of a job facilitates the crime cycle which such people as JESI enrollees not only are victimized by but also fall prey to. JESI students, in general, came to the program oppressed by a life-time of disadvantageous experiences, street survival, and a history of welfare instead of having had the opportunity, which this country can well afford to provide, to develop their full potential.

A job gives one's life more meaning. It is representative of the person's self-image. In meeting a person for the first time, one inevitably gets around to asking, "What kind of work do you do?" The importance of helping the counselee to secure a job that he/she has an interest in and need for (physically and psychologically), cannot be overstressed; therefore, one of the first objectives was to work closely with the Job Developer in JESI and to help secure positions for enrollees. JESI counselors, as part of their outreach program of counseling, had in some cases gone to places of employment in

search of jobs for their counselees. Their efforts were rewarded in tangible jobs with promising results.

The contact between JESI's counselors and the Job Developer was very close. Each student was thoroughly evaluated by the counselors and such information as needed was related to the developer. The developer also interviewed the enrollees for specific job information. During orientation, the developer dealt realistically with the "world of work." His orientation was centered around job preparation. When placing any counselee on a job, the counselors, developer, coordinators, and staff persons maintained close contact with him/her. This was particularly so during the first weeks, generally a crucial period of adjustment to a new job. The employer's close scrutiny of the JESI counselee during this time enhanced his/her self-concept. A close working relationship between counselor and developer--liaison between JESI and the employment--was essential for the creation of harmony between the JESI counselee and employment.

The concept of reciprocity is inherent in the JESI employment program. The employer, who is in need of assistance, will benefit from the time and effort of training the JESI student, who needs work. This reciprocity enhances the self-concept of the student because he/she does not feel that he/she is being given another handout in the form of a job. Also, the student is more apt to work more confidently in

the knowledge that the job is real and some mistakes are expected, especially during the training process.

The success of JESI students on the job depends on some factors which are controlled by the student and which are also aided by JESI. The factors that the JESI staff had some control over such as punctuality, neatness, being industrious, etc., were constantly reinforced by counselors. Other factors that the JESI staff was not able, or was less able, to control were attitudes of the employers on such issues as discrimination, commitment, over-expectations, etc. The overall purpose or final objective of the job developer was to aid the employer and the JESI counselee relate and achieve an equitable working relationship.

Education

One of the key components of the project was education. It was the major means to the end of helping the counselee shape a brighter tomorrow. The JESI staff viewed education and the enhancing of the "self" as the nuclei or main ingredients for the success of the Project; therefore, much of the time spent in any given day was dedicated to teaching those skills necessary to provide JESI participants with a chance to gain proficiency, to receive their GED, or to aspire to higher educational levels.

The counselors, realizing the need for constant follow-up on the participants, maintained continuity by evaluating each person on a day-to-day or week-to-week basis. It was their belief that a problem, educational, social, or other, if recognized quickly, could be dealt with as such, thus removing impediments to learning.

Reports on JESI participants were given to the counselors by the instructors in order to help them better assess the progress made by the students (see Appendix B, Exhibit 5). Through working together, the counselors and instructors attempted to create the most viable situation by which the counselee could best learn. There were some students who responded better to one-to-one tutoring and some that performed better in groups. Whatever situation was called for was created, so that the best possible learning situation for each individual student was provided.

The determination of when a student was ready to take the GED was a joint decision made by the instructors, the student, and the counselors. The GED was approached realistically with the students. If the GED was not passed the first time, it became very useful as a diagnostic tool to show the area or areas in which the student needed more preparation. The difficulties encountered in passing the test depended on many factors, such as the abilities (strengths and weaknesses) the student possessed prior to enrolling in JESI. Another

factor was JESI's aid to the student: motivation, concern, and instruction were the three main "helping aids" that the JESI staff offered to the students. But most important, passing the GED examination depended upon the student's own hard work and determination.

The counselors, in conjunction with the instructors, began, during the last weeks of a ten-week period, a comprehensive mini-course on "How to Take a Test." The objective was to examine the whole process of test-taking. It was the belief of the staff that practice in reading instructions, experience with pressure of speed, learning what to look for in comprehension sections, etc., would eliminate some of the anxiety about test-taking. The staff felt that students stood a better chance of scoring well after such exposure. It was the staff's conviction that confidence in test-taking comes only through practice in taking tests.

Self-Improvement

As stated earlier, the self-concept of the JESI students was a major element to their success, in the Project or elsewhere. It is possible to venture further and say that unless one has a positive self-concept, any major achievement is questionable and failure may be continuous. In fact, self-concept and achievement are usually reciprocal in nature. If one has a positive self-concept, then the person's

achievement level is usually high, and vice versa. Because of a knowledge of this, it was obvious that a key objective of the counselors and staff was to help in the enhancement of the self-concept of the JESI counselees.

It may be important to state JESI's working definition of self-concept: it is everything that a person is and does. It encompasses attitudes, values, resources, life experiences, et cetera. All of these direct behavior. All are significantly influenced by others (parents, teachers, peer groups, etc.).

When asked to explain what JESI means, it is always the "SI" (self-improvement) that needs a lengthy explanation. In attempting to explain it, the counselor usually got around to, "What do you want from JESI?" "What is your goal in life?" There were other unasked questions such as "How do others see me?" and, finally, "What do I think of myself?," the answer to which is important to success in any endeavor.

For most of the counselees a job and education equals, in some degree, self-improvement. The many other factors influencing "SI," both external and internal in nature, were dealt with through the JESI counseling sessions. The ambiguities of growing up, home life, drugs, crime, etc., all created many problematic situations for the counselees. At the very root of achievement in either the JESI educational component

or on a job was the individual's fulfillment of "self."

It would be impossible to list the ways in which the counselees progressed in their development of a healthy self-concept. Only they could adequately do this. All of the personnel of JESI demonstrated a true commitment to helping the counselees achieve this growth by their care, concern, and the accepting atmosphere that they wanted at JESI. The JESI participants gained a new sense of identity. They began to realize their self-worth, to interact more effectively with others, and to understand more about themselves and the world around them.

Methods or techniques utilized in effecting a more positive self-concept were one-to-one counseling sessions, and group sessions when they were needed. In addition, respect for the students, as demonstrated by the counselors and staff through placing responsibility for their behavior on the students, was utilized to the fullest--this was a major force in the development of a healthy self-concept (see Appendix B, Exhibit 6).

Community Involvement

One of the major concerns and objectives of the JESI Project in Springfield was for the project to be a viable organ in aiding the community. The most plausible way to do this was to have maximum

involvement of the community. The developers of JESI believed that a program created to serve the community should allow for and should create ample opportunities and mechanisms to facilitate community involvement. The community had to be made aware of the services offered and given the opportunity to furnish input.

As a starting point, the JESI Project had an open house for the parents and friends of the prospective students, University of Massachusetts staff at Amherst, and other interested community people. The aim was to begin putting into motion the concept of JESI-community relations. The staff felt that the afternoon was successful. There was dialogue between parents, teachers, persons in the community, counselors, and all of the JESI staff.

As an outgrowth of that afternoon, a plan was initiated to begin a parent group which would meet regularly to discuss the progress of their young people and the general business of JESI. It was thought that this would give the community an opportunity to be a part of JESI. The JESI staff was pleased to get a positive response.

The counselors and outreach workers coordinated this project. The outreach worker, a resident of the area, was known for her work in the community, and was an asset to this part of the program.

Parents were contacted and negotiations about time and dates to meet were subsequently discussed. The first discussion session was

held at the JESI office; however, the staff felt that this gathering would be more effective if it moved from home to home in the future. It was the hope of the JESI staff that this group would evolve into a unique learning and social experience for all involved. These meetings proved highly successful and became an integral part of the program.

Progression of Students through JESI

One of the substantial contributions of the technical team was the development of the schematic outline for progression of students through Project JESI (see Appendix B, Exhibit 7). It was as follows:

Student Referral. The high schools or social service agencies referred students who were potential or actual dropouts to the resource counseling unit of the project.

Resource Counseling Unit. The resource counseling unit acted as a counseling service to potential high school dropouts. If requested, it acted as a mediator between the school and the student. However, its primary service was to encourage students to return to high school until they obtained their high school diplomas.

Interview and Pre-testing. Students referred to JESI and who expressed a desire to participate were selected on the following criteria:

1. dropped out of high school

2. were of a disadvantaged background
3. desired to find work but were unable to
4. were unable to return to their high school to resume their studies (i.e., due to age, emotional or psychological barriers, etc.)
5. the student's readiness and commitment to benefit from JESI
6. the project's ability to help the youth

The resource unit interviewed and pre-tested the applicants in making acceptance decision. Pre-tests involved attitudinal, educational, and vocational inventories. The process took one week.

Educational and Vocational Program. Using information obtained from the pre-tests and interviews, an educational program was developed for the accepted student. The educational program involved one or a combination of the following instructional methods: 1) individual tutoring, 2) classroom instruction, 3) video tape instruction. The educational program continued until the student was able to continue his/her studies while employed half-time. (Average time projected--3 months.)

During this period of study, vocational interviews, counseling, and instruction was carried out by the resource unit. Job employers who were interested in JESI students were also asked to give presentations about their occupational areas, opportunities, and requirements.

Half-Day Work, Half-Day Study. During this period of half-time work

and half-time study, the student worked toward the GED and a job entry position. The business or organization was in touch with the resource unit about the progress the student was making in training. (Average time projected--3 months.)

GED--Full-time Work. After passing the GED examinations, the student was now working in a full-time capacity. Follow-up testing was administered shortly after the student finished his/her studies.

Vocational and personal counseling services of the project were available to the full-time student as he/she desired.

Curriculum

The staff of JESI was attempting to create an atmosphere conducive to student motivation toward learning which would improve the self-concept, place students in jobs, and involve community people. To accomplish this, the staff felt that a practical, relevant curriculum allowing for the expression for creativity and individuality was essential.

In addition to the basic curriculum of math, English, history, and science, JESI offered both an Office Skills Training Program and a survival course. The survival course, an integral part of the JESI Program, consisted of a series of mini-courses in political awareness, health education, consumer facts, sex education, and job orientation. The survival course was specifically designed to enhance the individual's chances of success outside the JESI atmosphere (see Appendix A).

CHAPTER IV

RESEARCH METHODOLOGY

Introduction

The previous chapter presented a statement of background information along with an historical chronicle of the Jobs, Education and Self-Improvement (JESI) cooperative education program for high-risk students. Chapter III provided the basis for the second phase of this study: a multi-faceted survey of the degree to which the major attitudes toward the jobs aspect of the program were achieved.

The primary purpose of Chapter IV is to describe the research methodology and instruments which were employed to assess the effectiveness of the jobs component of the JESI Program. The research methodology may be more explanatory if relevant information concerning career education and job conditioning is included at this point. Therefore, the following sections will provide such additional information.

Target Population, Project JESI: Misconceptions

The JESI Project utilized the term "high risk" as opposed to "disadvantaged" in order to avoid many widely-accepted stereotypes about the kind of student that an educational program of an alternative

nature like JESI is designed to serve.

Career education and job conditioning programs are seen by many as an alternative means of educating some young people; rarely is it viewed as a necessary educational component for all. Consequently, such programs have quickly fallen into the category of programs designed for problem youngsters and are often utilized as a means of removing such students from the environs of the more traditional public schools.

The term "high risk," as used in the JESI Project, refers to any student who has a high predictable risk of failure in the public school setting. This does not mean that the student is necessarily an under-achiever, poor, negligent, delinquent, or culturally isolated. Although one or any combination of these characteristics might have been evidenced by an individual JESI student, there was also such characteristics as affluence, high intelligence, diligence, and self-direction present in any combination, in any degree, in any individual student. It was for this diverse population that the JESI Project was designed. Students were referred to JESI by eight different agencies and six different school systems (see Appendix B, Exhibit 8). Therefore, the objectives of the Project were broadly based and slanted in several different directions to meet the needs of the students.

Each student signed a contract upon acceptance into the program (see Appendix B, Exhibit 9) wherein the student agreed to perform in

certain ways and JESI agreed to provide support in academic, personal, and financial areas. Financial support was provided for the student through employment in a job situation based on his/her interest, need, and ability. Since, for many of the students, financial support was a prerequisite to their being able to benefit from the academic and personal support provided by JESI, the job component of the Project was an essential, albeit a secondary, component of the total program. An in-depth survey of the attitudes of the students, their parents or guardians, and their job supervisors toward selected aspects of the JESI Project was vital to an assessment of the program.

Research Objectives

In conducting this phase of the study, the investigator had four primary objectives. These objectives were:

1. To assess the degree to which Project JESI had provided education and training in career development suitable to the interests and abilities of each student.
2. To assess the degree to which Project JESI had improved the academic achievement of each student, particularly in language arts and mathematics.
3. To assess the degree to which Project JESI had assisted each student to develop his/her full potential through an

improved self-concept and self-esteem.

4. To assess the degree to which Project JESI had assisted each student in improving his/her attitude toward the members who comprised the learning environment, including teachers, counselors, administrators, and job supervisors.

Since there was no provision made during the original program planning phase of Project JESI for formal evaluation of the objectives outlined above, the investigator chose to utilize quasi-experimental research methods. Recognizing at the outset that complete baseline data was not available, the investigator identified and employed measures designed to assess those changes in the Project which would indicate the degree to which the objectives had been reached.

The following section is a description of the research methods and instruments which were utilized by the investigator to assess the degree to which each of the objectives had been met.

Description of Instruments Used

Four written instruments, in the form of questionnaires, were used to conduct this investigation. Each questionnaire was carefully designed to produce specific information.

The investigator asked the graduates and current students of JESI to complete two questionnaires in order to gain an in-depth

perception of their attitudes toward themselves as employees and toward the jobs component of the JESI Program. The first was labeled Student Enrollee Form, and the second was titled Student Self-Evaluation Work Experience Form (see Appendix B, Exhibits 10 and 11).

Parents or guardians of JESI students were asked to complete the Parent Program Assessment Survey (see Appendix B, Exhibit 12) which was designed to reveal parent attitudes and the attitudes of students as perceived by the parents toward the JESI program.

The final instrument which was used by the investigator to determine the effectiveness of Project JESI was a Work Experience Form (see Appendix B, Exhibit 13). This form was completed by the employers of JESI students, and was designed to obtain a profile on the student as an employee.

Student Enrollment Form

The Student Enrollment Form consisted of thirty-eight questions divided into five basic sections. The first section asked the student to answer thirteen questions concerning personal background, influential figures in the family environment, and future plans. Section two addressed seven questions to Project JESI, what the student felt he/she had gained from the program, areas in the program which were most/least helpful, and feelings about the student's job experience while enrolled

at JESI.

In Section three, the student was asked ten questions designed to reveal attitude toward work and knowledge of those behaviors necessary for obtaining and maintaining a job. Section four looked at a similar area, but required the student to conceive the employer's position and to answer the questions from that perspective.

The last section of the form was an open question which gave the student an opportunity to formulate and express comments, information, and/or suggestions.

Student Self-Evaluation Work Experience Form

The Student Self-Evaluation Work Experience Form, the second form used in the survey, was modified from a similar instrument which appeared in Work Experience Education: A Handbook for California Secondary Schools. This form consisted of a rating scale, numbered from one to eight. The student was asked to perform a self-rating in nine behavioral areas by placing an (x) in the column that best described his/her behavior in the job situation. The nine areas were quality of work, production, judgment, attendance, attitude, cooperation, dependability, appearance, and public contact.

This form required the student to give an assessment of himself/herself as an employee and to take an in-depth look at those behaviors

and attitudes which he/she displayed on and toward the job.

In the opinion of the investigator, this form was beneficial not only as a program assessment but was also a learning aid for the student completing it because it forced the student to examine some of his/her own behaviors in a manner that had not been available to the student before. A fringe benefit of this particular component of the survey was that many of the students readjusted their on-the-job behaviors as a result of their self-evaluation. In addition to self-initiated behavior modifications, this questionnaire made many of the students more receptive to suggestions and recommendations being given during counseling sessions.

Parent Program Assessment Survey

The Parent Program Assessment Survey was adapted from one used by the Educational Testing Service of Princeton, New Jersey, to assess Neighborhood Youth Corps Programs.

The questionnaire consisted of thirteen questions designed to assess the three areas of the JESI Program--occupation, education, and self-improvement--and parental reaction to the program. Answers to questions one through eleven revealed parents' opinions regarding the vocational, academic, and personal training components of Project JESI, while questions twelve and thirteen afforded the parent the

opportunity to express his/her own thoughts on the project in general and to offer specific recommendations for change.

Work Experience Form

The Work Experience Form completed by members of the business community who had employed or were currently employing JESI students was an exact replica of the Work Experience Form which the student completed about himself/herself. The employer was asked to rate the student on a one to eight scale (poor to excellent) in nine areas concerning the student's performance on the job, the student's attitude toward the job, and the student's personal characteristics.

Research Data Provided

An analysis of the instruments used in the research component of this study provided the investigator with the following information:

1. A survey of the attitudes of graduates and current students of Project JESI toward themselves and toward selected aspects of the job component of the program;
2. A survey of the attitudes of parents/guardians toward selected aspects of the entire JESI Project; and
3. A survey of the attitudes of job supervisors toward selected characteristics of Project JESI students and graduates.

Summary

This chapter has described the research methodology used in this study to determine the degree to which selected objectives of Project JESI in Springfield, Massachusetts, were met. Each objective was evaluated through the analysis of data obtained from a variety of sources. The research design included utilization of investigator-designed and/or modified instruments, school records, and informal interviews.

Statistical treatment of the data was performed by the investigator with computer assistance. The data were analyzed, synthesized, and interpreted to provide an objective evaluation of the degree to which each of the selected objectives of Project JESI had been met. Chapter V, which follows, contains the presentation and analysis of the data obtained by the procedures described in this chapter.

CHAPTER V

ANALYTICAL PRESENTATION OF DATA

This Chapter is devoted to the analytical presentation of the data collected through the methodology described in Chapter IV.

It provides a tabulative presentation and a narrative analysis of the data collected on Project JESI. The number of the table or tables which present the data follows each section heading.

Biographical Data: Table 3

The data collected on the biographical background of JESI students was drawn from a sample of 260 students and was divided into 8 different categories:

1. Ethnicity
2. Highest grade completed before admission to Project JESI
3. Family situation
4. Marital status
5. Reason for leaving Project JESI
6. Geographic location of students
7. Age at admission
8. Date of admission

Of the 260 enrollees, 23 did not respond to the ethnicity question on the Student Enrollee Form. Of the 237 who did respond,

94 were Black, 100 were White, and 43 were Puerto Rican. In each group there was a larger percentage of males than females. The largest group of enrollees was Black males (61), followed by White males (60). The data would indicate that the public schools are losing as many Whites as they are minorities, and that they are losing more males than females.

The median grade completed by the 204 enrollees who answered question 2 was grade 9. The majority of the enrollees had completed the tenth grade, followed by the eleventh and ninth. The dropout rate increased steadily from the sixth through the eleventh grades, reaching its peak at grade 10, and decreasing in the eleventh and twelfth grades. The significance of this data is that public schooling apparently reaches its peak deficiency during the junior-high or middle-school years, so that by the time a student reaches grades 10 or 11 and can legally do so, he/she drops out. Therefore, concentrated curriculum and instructional modifications and alternatives must begin during the upper elementary grades and continue through the twelfth grade.

Of the 229 students who answered question 3, 84 lived with both parents. This number was followed by 60 students living with their mother only, and 45 living on their own.

The largest group of JESI enrollees (207) were unmarried and

had never been.

Of the 166 students who answered question 5, 66 students were still enrolled in the Project. There had been 42 students dropped from the Project due to poor attendance, while 40 had successfully passed the GED examination.

The highest percentage of JESI enrollees were drawn from the Hill-McKnight area of Springfield (42 per cent) and the remainder were attracted from thirteen other areas of Springfield and surrounding communities.

Most of the students enrolled at Project JESI during the course of this study were between the ages of 16 and 17. The total age-spread of Project JESI students was from ages 15 to 28, with the majority between 16 and 19 years of age.

The majority of the students interviewed had enrolled in the Spring of 1972 and Fall of 1973.

The biographical data on Project JESI students indicates that JESI served a multi-ethnic group of primarily secondary-school aged students whose educational and social needs were not being met by the more traditional public school.

TABLE 3

BIOGRAPHICAL DATA ON THE JESI STUDENTS
(N=260)

Question	Frequency
1. Ethnicity of JESI Project enrollees.	
(A) Blacks	94
Males	61
Females	33
(B) Whites	100
Males	60
Females	40
(C) Puerto Rican	43
Males	26
Females	17
Omits = 23	
2. Highest grade completed by enrollees before admission to JESI Project.	
(A) 6th grade	2
(B) 7th grade	8
(C) 8th grade	16
(D) 9th grade	31
(E) 10th grade	82
(F) 11th grade	63
(G) 12th grade	2
Omits = 56	
3. Family situation of JESI Project enrollees.	
(A) Both parents	84
(B) Mother only	60
(C) Father only	6
(D) Foster home	9
(E) Living on own	45
(F) Relatives	10
(G) Other	15
Omits = 31	

TABLE 3 (continued)

BIOGRAPHICAL DATA ON THE JESI STUDENTS
(N=260)

Question	Frequency
4. Marital status of JESI Project enrollees.	
(A) Never married	207
(B) Married	14
(C) Divorced	2
(D) Separated	6
(E) Widowed	2
Omits = 29	
5. Reason for enrollee leaving JESI Project.	
(A) Employment (currently employed due to JESI)	12
(B) Returned to public school	3
(C) Passed GED	40
(D) Looking for employment (full-time since taking GED)	1
(E) Dropped from Project (poor attendance)	42
(F) Currently enrolled in Project	68
Omits = 92	
6. Geographic location of JESI Project enrollees.	
(A) Hill-McKnight	101
(B) North End	25
(C) North End (Brightwood)	10
(D) South End	4
(E) South End (Central)	16
(F) 16 Acres	23
(G) Forest Park	12
(H) East Forest Park	3
(I) East Springfield	20
(J) West Springfield	4
(K) Agawam	10
(L) Feeding Hills	3
(M) Indian Orchard	5
(N) Ludlow	2
Omits = 22	

TABLE 3 (continued)
 BIOGRAPHICAL DATA ON THE JESI STUDENTS
 (N=260)

Question	Frequency
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7. Age at admission of JESI Project enrollees.

(A) 15 years	6
(B) 16 years	47
(C) 17 years	43
(D) 18 years	26
(E) 19 years	16
(F) 20 years	4
(G) 21 years	5
(H) 22 years	4
(I) 23 years	4
(J) 24 years	6
(K) 25 years	0
(L) 26 years	1
(M) 27 years	0
(N) 28 years	1

Omits = 97

8. Date of admission to JESI Project.

(A) 1972 Spring-Summer	56
(B) 1972 Fall-Winter	35
(C) 1973 Spring-Summer	44
(D) 1973 Fall-Winter	68

Omits = 57

Additional Background Data on Selected
Participants: Table 4

Table 4 exhibits specific information on 70 students in regard to sex, ethnicity, and age. The data show that of a total of 36 males, 32 were under age twenty, and only 4 were over twenty. Of the 34 females questioned, 26 were under twenty and 8 were over twenty. Ethnic relationships showed only 8 Puerto Ricans in the sample, with only 1 male represented. The Black representation (22) had 2 more males than females enrolled, with most (18) under the age of twenty. The White sample showed 23 males out of a total of 40; here again, the majority (36) were under twenty years of age.

TABLE 4

ADDITIONAL BACKGROUND DATA ON SELECTED JESI PARTICIPANTS
(N=70)

Ethnicity	Sex		Age	
	Male/Female		0-20/Over 20	
Black	12	10	18	4
White	23	17	36	4
Puerto Rican	1	7	4	4
	Sex		Age	
			0-20/Over 20	
	Male		32	4
	Female		26	8

Summary of GED Scores: Table 5

Table 5 presents a breakdown of the scores achieved by the 42 JESI students who had taken the GED. The data are summarized in terms of ethnicity, sex, and age, and also in terms of average scores on each of the five individual tests and on the total examination.

The data show that the JESI students placed well on all of the examinations. In grammar, the mean score was 46.8, with a 45 point spread, and a standard deviation of 9.3. The mean score for the social studies examination was 50.0, with a range of 37 points, and a 6.6 standard deviation. The mean score on the science examination was 50.8, the range was 46 points, and the standard deviation was 8.2. The mean score on the literature examination was 48.2, with a range of 35 points, and a standard deviation of 6.3. In mathematics, the mean score was 47.6; the range was 42 points; and the standard deviation was 7.6.

In terms of average scores on the five examinations, the students were most successful on the science examination, with social studies, literature, mathematics, and grammar following in descending order, respectively.

The data would indicate that Project JESI, with its intensive academic preparation and emphasis on individualized instruction, does a commendable job of preparing its students to take and successfully pass the GED examination.

TABLE 5

SUMMARY OF THE GENERAL EDUCATION DEVELOPMENT SCORES
(N=42)

Variable	Ethnicity						Sex						Age						Total		
	Black			White			Puerto Rican			Male			Female			1-20			Over 20		
	*Mn	*Std	*Rng	*Mn	*Std	*Rng	*Mn	*Std	*Rng	*Mn	*Std	*Rng	*Mn	*Std	*Rng	*Mn	*Std	*Rng	*Mn	*Std	*Rng
Average Score	45.7	7.3	24.0	50.4	6.5	32.0	47.0	7.0	18.0	48.3	6.7	26.0	49.2	7.1	33.0	48.9	7.1	37.0	48.2	6.4	20.0
Test 1: Correctness and Effectiveness of Expression	43.1	11.1	38.0	48.2	8.7	45.0	46.4	7.8	21.0	44.5	8.9	35.0	48.7	9.3	36.0	47.1	9.6	45.0	45.1	8.2	25.0
Test 2: Interpretation of Reading Materials in the Social Sciences	46.0	5.9	34.2	55.5	6.6	27.0	50.0	4.9	12.0	49.7	6.4	28.0	50.3	6.8	26.0	50.0	6.7	37.0	50.1	6.3	19.0
Test 3: Interpretation of Reading Materials in the Natural Sciences	46.9	6.6	23.0	52.7	7.5	31.0	47.8	12.6	32.0	51.7	7.5	27.0	50.0	8.9	46.0	50.7	8.4	46.0	51.2	7.9	22.0
Test 4: Interpretation of Literary Materials	45.8	6.2	23.0	49.1	6.1	29.0	48.4	7.9	18.0	47.0	5.9	25.0	49.2	6.5	28.0	47.8	5.7	29.0	50.2	8.6	26.0
Test 5: General Mathematical Ability	44.9	8.8	28.0	49.5	6.9	36.0	42.8	5.9	13.0	47.5	6.8	28.0	47.7	8.3	42.0	48.3	7.7	42.0	44.4	6.6	17.0

*Mean

*Standard Deviation

*Range

Results from Student Enrollee Form: Table 6

Table 6 represents a breakdown of the answers given by students on the Enrollee Form. There were 70 students who completed the questionnaire, and the percentages are based on this number. The largest percentage of JESI students (45) were born in Springfield and had completed the ninth grade (36) before enrolling in Project JESI. More than 52 per cent of the students were White. Of those who had gone beyond the tenth grade in school, 46 per cent had been enrolled in a general program and 35 per cent had been in an academic program.

In terms of male identity figures, the data indicate that most of the students completing the questionnaire were influenced most by their fathers (24), a cousin (35), or some other male (35). It is interesting to note that of the male students represented, the Black male parent exerted the greatest influence (28); whereas, among both the White and Puerto Rican males, male identity figures outside of the family (other) exerted the greatest influence (Whites = 36; Puerto Ricans = 80). The same picture is revealed in terms of female identity figures.

Future plans of students indicated that a majority intended to seek further education (51 per cent), with the second largest block (33 per cent) intending to seek employment. Of those who

intended to seek employment, 53 per cent were seeking positions requiring skill and training. In terms of the most helpful referral sources when seeking employment, the four top-ranking sources listed by the students were the Massachusetts Division of Employment Security (22 per cent), newspaper advertisements and Unions (both = 20 per cent), and JESI referral (14 per cent). The figures seem to indicate that students felt they had received very helpful job training from JESI (52 per cent), but not necessarily job placement.

The next block of questions on the form was related to students' attitudes towards their jobs and their impressions of their employers' attitudes towards them. The working students most enjoyed the relationships developed with their co-workers (33 per cent) and felt that the one item most lacking in their employment situations was the chance to develop their own skills (36 per cent). They felt that they could be absent only very rarely (less than once a month) if they were to retain their jobs (49 per cent), and that slacks and sport shirt (28 per cent) or suit and tie (20 per cent) was the most appropriate apparel for working. Many did not feel that seeking a salary advance would endanger their jobs (56 per cent); but did feel that the use of marijuana (43 per cent) and "speed" (45 per cent) off the job would make the job situation very tenuous if the employer found out about it, while the use of heroin would be almost certain

to cause termination of employment (47 per cent) if this information was brought to the employer's attention. A significant majority also felt that getting caught stealing away from the job would make continuation of employment unlikely (61 per cent).

The statistics show that 50 per cent of the students believed that previous employment records would be the most important method that a potential employer would use in ascertaining their backgrounds. The students also indicated that the greatest requirement of an employer in terms of relationships with other workers was a combination of cooperation and friendliness (both = 35 per cent), while good supervisor-employee relationships required the ability of the employee to follow orders (58 per cent).

TABLE 6
RESULTS FROM THE ENROLLEE QUESTIONNAIRE

Question	Percentage of Students Selecting Each Choice					Total Percentage of Students (N=70)
	Ethnicity		Sex	Age		
	Black/White/Puerto Rican	Males/Females	1-20/Over 20			
2. Where were you born? I want you to answer this question in a special way. I have a list of alternatives. Let's pick the <u>one</u> that applies to you. (Circle one number.)						
(1) Springfield	44.4	60.0	0.0	54.8	40.9	47.8
(2) State of Massachusetts (outside of Springfield)	5.8	16.7	0.0	12.9	9.1	13.0
(3) Southern states	22.2	3.3	0.0	12.9	4.5	8.7
(4) Other U. S. States	27.8	16.7	20.0	19.4	22.7	23.9
(5) Puerto Rico	0.0	0.0	60.0	0.0	13.6	2.2
(6) Other	0.0	3.3	20.0	0.0	9.1	4.3
						57.1
						49.1
						11.3
						9.4
						20.8
						5.7
						3.8
3. Ethnic group. (Circle one number.)						
(1) Black	17	0	0	12	6	15
(2) Asian American	0	0	0	0	0	0
(3) Spanish speaking	0	0	5	0	5	3
(4) White	0	28	0	18	10	26
(5) Other	1	2	0	1	1	2
						34.0
						0.0
						9.4
						52.8
						3.8
4. Highest grade completed before dropping out of school. (Circle one number.)						
(1) One	0.0	0.0	0.0	0.0	0.0	0.0
(2) Two	0.0	0.0	0.0	0.0	0.0	0.0
(3) Three	0.0	0.0	0.0	0.0	0.0	0.0
(4) Four	0.0	0.0	0.0	0.0	0.0	0.0
(5) Five	0.0	0.0	0.0	0.0	0.0	0.0
(6) Six	5.6	3.3	0.0	0.0	9.1	2.2
(7) Seven	0.0	3.3	0.0	0.0	4.5	14.3
(8) Eight	5.6	3.3	40.0	6.5	9.1	8.7
(9) Nine	22.2	10.0	20.0	12.9	18.2	15.2
(10) Ten	11.1	50.0	40.0	38.7	31.8	14.3
(11) Eleven	44.4	30.0	0.0	35.5	27.3	28.6
(12) Twelve	11.1	0.0	0.0	6.5	0.0	4.3
						0.0
						0.0
						0.0
						0.0
						3.8
						1.9
						7.5
						15.1
						35.8
						32.1
						3.8
		</				

Omits = 17

Omits = 17

Omits = 17

TABLE 6 (continued)

RESULTS FROM THE ENROLLEE QUESTIONNAIRE

Question	Percentage of Students Selecting Each Choice					Total Percentage of Students (N=70)
	Ethnicity		Sex		Age	
	Black/White/Puerto Rican	Males/Females	1-20/Over 20			
5. If grade 10 or higher, what high school program were you in? (Circle one number.)						
(1) Academic	45.5	33.3	0.0	29.2	46.2	35.1
(2) General	36.4	54.2	0.0	58.3	23.1	45.9
(3) Commercial	9.1	12.5	2	8.3	30.8	16.2
(4) Vocational	9.1	0.0	0.0	4.2	0.0	2.7
Omits = 33						
6. Which man who you know personally such as your father, brother, uncle, teacher, or close friend has most influenced your job plans? (Circle one number.)						
(1) Father	27.8	25.0	0.0	31.0	13.6	23.5
(2) Stepfather	5.6	0.0	0.0	3.4	0.0	2.0
(3) Grandfather	5.6	0.0	0.0	3.4	0.0	2.0
(4) Brother and other male siblings	16.7	3.6	0.0	3.4	13.6	7.8
(5) Uncle	0.0	0.0	0.0	0.0	0.0	0.0
(6) Cousin	0.0	3.6	0.0	3.4	0.0	2.0
(7) Friend	22.2	25.0	20.0	24.1	22.7	23.5
(8) Agency worker	0.0	0.0	0.0	0.0	0.0	0.0
(9) Teacher	0.0	7.1	0.0	3.4	4.5	3.9
(10) Other	22.2	35.7	80.0	27.6	45.5	35.3
Omits = 19						

TABLE 6 (continued)

RESULTS FROM THE ENROLLEE QUESTIONNAIRE

Question	Percentage of Students Selecting Each Choice				Total Percentage of Students (N=70)
	Ethnicity Black/White/Puerto Rican	Sex Males/Females	Age 1-20/Over 20		
7. What is the principal occupation of the male influence you named in question #6? (Circle one number.)					
(1) Clerical	0.0	0.0	0.0	0.0	0.0
(2) Sales clerk	0.0	0.0	0.0	0.0	0.0
(3) Food processing and service	0.0	0.0	0.0	0.0	0.0
(4) Protective service	0.0	0.0	0.0	0.0	0.0
(5) Indoor cleaning and maintenance	0.0	3.8	0.0	2.5	2.1
(6) Outdoor cleaning	0.0	0.0	0.0	0.0	0.0
(7) Machine trades (include factory machine operator)	12.5	3.8	0.0	5.0	6.4
(8) Structural trades (bricklayer, carpenter, etc.)	0.0	11.5	0.0	7.5	6.4
(9) Repair trades	0.0	7.7	0.0	5.0	4.3
(10) Miscellaneous trades	6.3	7.7	0.0	7.5	6.4
(11) Warehouse storage	0.0	0.0	0.0	0.0	0.0
(12) Horticulture	0.0	0.0	0.0	0.0	0.0
(13) Managerial	6.3	0.0	0.0	0.0	2.1
(14) Professional (teacher, doctor, lawyer)	18.8	19.2	20.0	15.0	19.1
(15) Vehicle driver	12.5	7.7	0.0	10.0	8.5
(16) Other	43.8	38.5	80.0	47.5	44.7
Omits = 23					
8. Which woman whom you know personally such as your mother, sister, aunt or close friend has most influenced your job plans?					
(1) Mother	58.8	42.9	0.0	60.7	44.0
(2) Stepmother	0.0	0.0	0.0	0.0	0.0
(3) Grandmother	11.8	0.0	0.0	7.1	4.0
(4) Sister and other female siblings	0.0	10.7	0.0	4.5	6.0
(5) Aunt	0.0	7.1	0.0	4.5	4.0
(6) Cousin	0.0	0.0	20.0	0.0	2.0
(7) Friend	11.8	21.4	40.0	31.8	20.0
(8) Agency worker	0.0	0.0	0.0	0.0	0.0
(9) Teacher	0.0	7.1	0.0	9.1	4.0
(10) Other	17.6	10.7	40.0	16.3	16.0
Omits = 20					

TABLE 6 (continued)

RESULTS FROM THE ENROLLEE QUESTIONNAIRE

Question	Percentage of Students Selecting Each Choice				Total Percentage of Students (N=70)			
	Ethnicity		Sex					
	Black/White/Puerto Rican	Males/Females	Age 1-20	Over 20				
9. What is the principal occupation of the female influence you named in question #8? (Circle one number.)								
(1) Clerical	6.7	3.7	0.0	7.7	0.0	5.0	0.0	4.3
(2) Sales clerk	0.0	14.8	0.0	11.5	4.8	10.0	0.0	8.5
(3) Food processing and service	0.0	7.4	0.0	3.8	4.8	5.0	0.0	4.3
(4) Protective services	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(5) Indoor cleaning and maintenance	0.0	7.4	0.0	3.8	4.8	5.0	0.0	4.3
(6) Outdoor cleaning and maintenance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(7) Machine trades (include factory machine operator)	13.3	0.0	0.0	3.8	4.8	2.5	14.3	4.3
(8) Structural trades (bricklayer, carpenter, etc.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(9) Repair trades	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(10) Miscellaneous trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(11) Warehouse storage	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(12) Horticulture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(13) Managerial	6.7	7.4	0.0	7.7	4.8	7.5	0.0	6.4
(14) Professional (teacher, doctor, lawyer)	13.3	14.8	20.0	3.8	28.6	7.5	57.1	14.9
(15) Vehicle driver	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(16) Other	60.0	44.4	80.0	57.7	47.6	57.5	28.6	53.2
	Omits = 23							
10. What kind of plans do you have when you leave JES1? (Circle one number.)								
(1) Look for a job	29.4	37.9	20.0	27.6	40.9	34.1	28.6	33.3
(2) Enter the military	5.9	0.0	0.0	3.4	0.0	2.3	0.0	2.0
(3) Go to Community College	11.8	34.5	20.0	24.1	27.3	27.3	14.3	25.5
(4) Go to University or State College	47.1	6.9	60.0	24.1	27.3	22.7	42.9	25.5
(5) Seek further vocational training (MDTA, etc.)	0.0	6.9	0.0	6.9	0.0	4.5	0.0	3.9
(6) No plans	5.9	13.8	0.0	13.8	4.5	9.1	14.3	9.8
	Omits = 19							

TABLE 6 (continued)
RESULTS FROM THE ENROLLEE QUESTIONNAIRE

Question	Percentage of Students Selecting Each Choice					Total Percentage of Students (N=70)
	Ethnicity	Sex	Age	1-20/Over 20		
	Black/White/Puerto Rican	Males/Females				
12. If you have "1" or "2" in question 10 above, do you consider the job you are seeking to be skilled or unskilled? (Please circle one number.)						
(1) Skilled	28.6	50.0	55.6	47.1	0.0	52.6
(2) Unskilled	71.4	50.0	44.4	52.9	100.0	47.4
Omits = 51						
13. What is the most likely source of job leads for you? (Circle one number.)						
(1) Military recruiter	0.0	0.0	0.0	0.0	0.0	0.0
(2) Employment agency	0.0	3.7	4.5	4.8	0.0	4.1
(3) Newspaper ads	11.8	22.2	19.3	21.4	14.3	20.4
(4) Massachusetts Division of Employment Security	0.0	0.0	0.0	0.0	0.0	0.0
(5) JESI referral	29.4	14.8	34.3	22.4	28.6	22.4
(6) Friend	11.8	22.2	4.5	14.3	14.3	14.3
(7) Parent or relative	0.0	7.4	0.0	4.8	0.0	4.1
(8) Public agency referral	5.9	0.0	4.5	2.4	0.0	2.0
(9) Unions	5.9	3.7	0.0	2.4	0.0	2.0
(10) Go directly to an employer	17.6	25.9	13.6	25.1	0.0	20.4
(11) Other	11.6	0.0	19.3	2.4	42.9	8.4
Omits = 21						
15. What aspect of the JESI Project is most helpful? (Circle one number.)						
(1) Job orientation (explains what the job is about--what the job calls for)	16.7	12.9	18.2	17.4	0.0	15.1
(2) Counseling (talks about your problems)	27.8	19.4	22.7	19.6	28.6	20.8
(3) GED preparation	44.4	54.8	54.5	52.2	71.4	54.7
(4) Work experience	11.1	12.9	4.5	10.9	0.0	9.4
Omits = 17						

TABLE 6 (continued)
RESULTS FROM THE ENROLLEE QUESTIONNAIRE

Question	Percentage of Students Selecting Each Choice					Total Percentage of Students (N=70)
	Ethnicity	Sex	Age	Age		
	Black/White/Puerto Rican	Males/Females	1-20/Over 20			
16. In which place did you receive the most valuable job training? (Circle one number.)						
(1) JESI	43.8	59.3	40.0	53.7	42.9	52.1
(2) Academic school	12.5	3.7	0.0	3.8	9.1	6.3
(3) Vocational school	0.0	3.7	20.0	3.8	4.5	4.2
(4) Other	43.8	33.3	40.0	50.0	22.7	37.5
Omits = 22						
19. If you are employed, what do you like most about your job? (Circle one number.)						
(1) Relationships with fellow workers	38.5	30.4	0.0	22.7	47.1	36.4
(2) Relationships with supervisors	0.0	0.0	0.0	0.0	0.0	0.0
(3) The amount of money	7.7	21.7	0.0	18.2	11.8	15.2
(4) Work activity itself	7.7	13.0	100.0	13.6	5.9	12.1
(5) The chance to develop your skills	15.4	26.1	0.0	27.3	17.6	21.2
(6) Nothing	15.4	4.3	0.0	9.1	5.9	9.1
(7) Other	15.4	4.3	0.0	9.1	11.8	6.1
Omits = 31						
20. If you are employed, what do you like least about your job? (Circle one number.)						
(1) Relationships with fellow workers	14.3	4.5	33.3	8.7	6.3	5.9
(2) Relationships with supervisors	14.3	4.5	0.0	0.0	18.8	8.8
(3) The amount of money	7.1	36.4	0.0	34.8	12.5	29.4
(4) Work activity itself	7.1	4.5	0.0	4.3	6.3	5.9
(5) The chance to develop your skills	7.1	9.1	33.3	8.7	6.3	8.8
(6) Nothing	35.7	36.4	0.0	39.1	31.3	38.2
(7) Other	14.3	4.5	33.3	4.3	18.8	2.9
Omits = 31						

TABLE 6 (continued)

RESULTS FROM THE ENROLLEE QUESTIONNAIRE

Question	Percentage of Students Selecting Each Choice				Total Percentage of Students (N=70)		
	Ethnicity		Sex	Age			
	Black/White/Puerto Rican	Males/Females	1-20/Over 20				
21. How often can you be absent from your job without being fired? (Circle one number.)							
(1) Rarely but not once a month	50.0	38.1	25.0	47.6	50.0	40.0	48.6
(2) Once a month	8.3	23.8	25.0	9.5	25.0	18.8	16.2
(3) Once a week	0.0	9.5	50.0	9.5	0.0	6.3	5.4
(4) More than once a week	25.0	9.5	0.0	14.3	12.5	20.0	13.5
(5) Never	16.7	19.0	0.0	19.0	12.5	40.0	16.2
Omits = 33							
24. If not employed, what kind of clothes do you think you should wear when you are looking for a job? (Circle one number.)							
(1) Suit and tie	22.2	17.9	0.0	12.9	31.6	20.0	20.0
(2) Shirt and tie	5.6	10.7	0.0	9.7	5.3	8.9	8.0
(3) Sport shirt, slacks, shoes	44.4	21.4	0.0	41.9	5.3	28.9	28.0
(4) Sweat shirt (denim shirt), levis (dungarees), sneakers	0.0	3.6	0.0	3.2	0.0	2.2	2.0
(5) Blue collar work clothing	5.6	0.0	0.0	3.2	0.0	2.2	2.0
(6) Uniform	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(7) It doesn't matter, whatever you want to wear	5.6	25.0	0.0	22.6	10.5	20.0	18.0
(8) Other	16.7	21.4	0.0	6.5	47.4	17.8	22.0
Omits = 20							
25. If a worker tries to get an advance of salary (pay before it is due) will this (circle one number):							
(1) Surely get him fired	11.8	0.0	75.0	0.0	9.1	4.4	3.8
(2) Probably get him fired	5.9	0.0	12.5	0.0	4.5	2.2	1.9
(3) Make holding his job less certain	17.6	23.3	0.0	16.7	22.7	17.8	19.2
(4) Not affect his job if there is a good reason for him to use it	47.1	53.3	12.5	53.3	59.1	53.3	55.8
(5) Will not affect holding or losing his job in any case	17.6	23.3	0.0	30.0	4.5	22.2	19.2
Omits = 18							

TABLE 6 (continued)

RESULTS FROM THE ENROLLEE QUESTIONNAIRE

Question	Percentage of Students Selecting Each Choice						Total Percentage of Students (N=70)	
	Ethnicity		Sex	Age				
	Black/White/Puerto Rican	Males/Females		1-20/Over 20				
26. If a worker smokes pot away from the job and the boss finds out about it, will this (circle one number):								
(1) Surely get him fired	22.2	7.1	0.0	10.3	13.6	11.4	14.3	11.8
(2) Probably get him fired	16.7	21.4	0.0	17.2	18.2	20.5	0.0	17.6
(3) Make holding his job less certain	44.4	42.9	0.0	41.4	45.5	38.6	71.4	43.1
(4) Not affect his job if there is a good reason for him to use it	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0
(5) Will not affect holding or losing his job in any case	16.7	28.6	0.0	31.0	22.7	29.5	14.3	27.5
Omits = 19								
27. If a worker uses "speed" such as benzedrine, dexedrine, etc., away from the job and the boss finds out about it, will this (circle one number):								
(1) Surely get him fired	27.8	17.9	0.0	20.7	18.2	20.5	14.3	19.6
(2) Probably get him fired	22.2	32.1	0.0	17.2	45.5	27.3	42.9	29.4
(3) Make holding his job less certain	44.4	42.9	40.0	51.7	36.4	45.5	42.9	45.1
(4) Not affect his job if there is a good reason for him to use it	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(5) Will not affect him in any case	5.6	7.1	60.0	10.3	0.0	6.8	0.0	5.9
Omits = 19								
28. If a worker uses heroin away from the job and the boss finds out about it, will this (circle one number):								
(1) Surely get him fired	55.6	42.9	0.0	37.9	61.7	46.8	57.1	47.1
(2) Probably get him fired	5.6	21.4	40.0	20.7	4.5	13.6	14.3	13.7
(3) Make holding his job less certain	27.8	35.7	60.0	37.9	29.3	35.1	28.6	33.3
(4) Not affect his job if there is a good reason for him to use it	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(5) Will not affect him in any case	5.6	0.0	0.0	3.4	4.5	4.5	0.0	3.9
Omits = 19								

TABLE 6 (continued)

RESULTS FROM THE ENROLLEE QUESTIONNAIRE

Question	Percentage of Students Selecting Each Choice						Total Percentage of Students (N=70)	
	Ethnicity		Sex	Age				
	Black/White/Puerto Rican	Males/Females		1-20	Over 20			
32. Before the boss hires you, what is the most important method the boss will use to find out how you get along with other workers? (Circle one number.)								
(1) Personal references (not necessarily employers)	11.8	6.7	40.0	3.2	23.8	6.7	42.9	11.5
(2) Reports from employers on previous performances	35.3	50.0	20.0	41.9	42.9	40.0	57.1	42.3
(3) Observe your interview behavior	29.4	23.3	40.0	22.6	28.6	28.9	0.0	25.0
(4) Hire me and watch what I do	17.6	16.7	0.0	25.8	4.8	20.0	0.0	17.3
(5) Other	5.9	3.3	0.0	6.5	0.0	4.4	0.0	3.8
(6) No idea	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Omits = 18								
33. There are supervisors on the job. What is the most important thing the boss is going to require from you with regard to them? (Circle one number.)								
(1) Follow orders	47.1	66.7	20.0	54.8	61.9	60.0	42.9	57.7
(2) Be polite to them	5.9	0.0	20.0	3.2	0.0	2.2	0.0	1.9
(3) Go to them for help with work problems	29.4	10.0	20.0	16.1	14.3	13.3	28.6	15.4
(4) Learn from them when they teach you	11.8	16.7	20.0	16.1	23.8	17.8	28.6	19.2
(5) Go to them with social and personal problems at work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(6) Other	5.9	6.7	0.0	9.7	0.0	6.7	0.0	5.8
(7) No idea	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Omits = 18								

TABLE 6 (continued)

RESULTS FROM THE ENROLLEE QUESTIONNAIRE

Question	Percentage of Students Selecting Each Choice				Total Percentage of Students (N=70)			
	Ethnicity Black/White/Puerto Rican	Sex Males/Females	Age 1-20/Over 20					
34. Before he hires you, what is the most important method the boss will use to find out about the way you will get along with supervisors? (Circle one number.)								
(1) Personal references	37.5	6.7	40.0	13.3	23.8	18.2	14.3	17.6
(2) Reports of previous employers or performances	18.8	53.3	0.0	36.7	57.1	40.9	71.4	45.1
(3) Observe your interview behavior	25.0	10.0	0.0	16.7	9.5	15.9	0.0	13.7
(4) Hire me and watch what I do	6.3	16.7	60.0	16.7	4.8	13.6	0.0	11.8
(5) Other	0.0	6.7	0.0	6.7	0.0	4.5	0.0	3.9
(6) No idea	12.5	6.7	0.0	10.0	4.8	6.8	14.3	7.8

Omits = 19

Student Reactions to Features of
the JESI Program: Table 7

The data presented in Table 7 represent student reactions to selected features of the job training component of the JESI Program. The questions asked were specifically designed to reveal the effectiveness of this particular aspect of the program in preparing students to enter the job market.

Although 30 per cent of the students indicated that they had had previous experiences which would be helpful to them in finding jobs, 37 per cent felt that the JESI experience had enhanced their ability to seek and gain employment. They designated the following aspects of the JESI Program as most helpful in securing a job: (1) preparation for taking tests (90 per cent); (2) preparation of personal data references, work history, and educational background (86 per cent); (3) preparation for making appointments (72 per cent); and (4) preparation for filling out employment application forms (62 per cent).

The statistics show that students felt that the following would present the greatest difficulty to them in finding a job: (1) lack of experience (73 per cent); (2) lack of technical skill (59 per cent); and (3) lack of education (58 per cent). Interestingly enough, most of the students (71 per cent) did not feel racial prejudice on the part of the employer to be a barrier to employment.

None of the students felt that juvenile justice records would in any way prevent them from securing a job. However, a large majority (74 per cent) felt that frequent weekly absenteeism which occurred on the same day of the week would cause them to lose their jobs. These two statistics demonstrate that most of the students feel that their present ability and performance have more bearing on their employment situation than does anything in their past history.

The students believe that the most acceptable excuses to any employer for absence or lateness were (1) death in the family (93 per cent), (2) personal illness (severe = 95 per cent, mild = 62 per cent), and (3) severe illness in the family (85 per cent).

In terms of personal gains from employment, the student ranked the following values as most important: (1) monetary gain (98 per cent), (2) satisfactory personal relationships (83 per cent), and (3) job satisfaction (83 per cent). The figures also show that the students found the prospective employer, on-the-job experience, and JESI counselors, respectively, as the most valuable sources of information about a specific job situation.

The provision of fringe benefits by employers was attributed more to union and legal requirements (83 per cent) than to the employers' personal concern for their employees.

Of fifteen choices, the students chose the following employee

performances as those most likely to hurt the employer: (1) frequent absences (88 per cent), (2) frequent lateness (84 per cent), (3) failure to get along with supervisors (84 per cent), (4) failure to get along with co-workers (82 per cent), (5) failure to report to work after accepting the job (80 per cent), (6) need for constant supervision on the job (77 per cent), (7) use of heroin (71 per cent), and (8) slowness in learning the job (64 per cent).

TABLE 7
STUDENT REACTIONS TO FEATURES OF THE JESI PROGRAM
(N=70)

Question	Percentage Response			Age 1-20/Over 20	Total Percentage of Students (N=70)
	Ethnicity Black/White/Puerto Rican	Sex Males/Females	Sex		
14a. Have you had experience in the JESI Program that will help you in finding a job?					
Definitely Yes	23.5	43.3	40.0	47.6	33.3
Mostly Yes	52.9	26.7	0.0	28.6	37.8
Mostly No	17.6	26.7	20.0	14.3	22.2
Definitely No	5.9	3.3	40.0	9.5	6.7
Omits = 18					14.3
14b. Have you had experience before you entered the JESI Program that will help you in finding a job?					
Definitely Yes	43.8	20.7	40.0	27.3	30.2
Mostly Yes	31.3	34.5	0.0	36.4	25.6
Mostly No	12.5	31.0	20.0	28.6	25.6
Definitely No	12.5	13.8	40.0	14.3	18.6
Omits = 20					0.0

TABLE 7 (continued)
STUDENT REACTIONS TO FEATURES OF THE JESI PROGRAM
(N=70)

Question	Ethnicity			Percentage Response		Age 1-20/Over 20	Total Percentage of Students (N=70)
	Black/White/Puerto Rican	Males/Females	Sex	Males	Females		
17. What in JES1 training is helpful in finding a job?							
(A) Practice in reading and interpreting ads							
Definitely Yes	16.7	13.0	0.0	4.5	22.2	9.1	28.6
Mostly Yes	41.7	47.8	20.0	54.5	27.8	48.5	14.3
Mostly No	25.0	34.8	60.0	31.8	38.9	36.4	28.6
Definitely No	16.7	4.3	20.0	9.1	11.1	6.1	28.6
Omits = 30							
(B) Practice in reading and interpreting job opportunity bulletins							
Definitely Yes	7.7	21.7	0.0	9.1	21.1	11.8	28.6
Mostly Yes	46.2	34.8	20.0	36.4	36.8	41.2	14.3
Mostly No	23.1	39.1	40.0	40.9	26.3	38.2	14.3
Definitely No	23.1	4.3	40.0	13.6	15.3	8.8	42.9
Omits = 29							
(C) Preparation for making appointments							
Definitely Yes	14.3	12.5	0.0	8.0	16.7	11.1	14.3
Mostly Yes	64.3	62.5	40.0	68.0	50.0	63.9	42.9
Mostly No	14.3	25.0	60.0	20.0	33.3	22.2	42.9
Definitely No	7.1	0.0	0.0	4.0	0.0	2.8	0.0
Omits = 27							
(D) Preparation of personal data-references, work history, educational background							
Definitely Yes	41.7	56.0	40.0	52.2	47.4	48.6	57.1
Mostly Yes	33.3	36.0	40.0	34.8	36.8	37.1	28.6
Mostly No	16.7	4.0	0.0	4.3	10.5	5.7	14.3
Definitely No	8.3	4.0	20.0	8.7	5.3	8.6	0.0
Omits = 28							
(E) Preparation for filling out employment app. forms							
Definitely Yes	46.7	20.8	20.0	28.0	31.6	21.6	71.4
Mostly Yes	6.7	41.7	60.0	36.0	26.3	37.8	0.0
Mostly No	33.3	25.0	20.0	24.0	31.6	27.0	28.6
Definitely No	13.3	12.5	0.0	12.0	10.5	13.5	0.0
Omits = 26							
(F) Preparation for tests							
Definitely Yes	64.3	59.1	60.0	47.8	77.8	60.0	66.7
Mostly Yes	28.6	31.8	20.0	43.5	11.1	31.4	16.7
Mostly No	0.0	9.1	0.0	4.3	5.6	5.7	0.0
Definitely No	7.1	0.0	20.0	4.3	5.6	2.9	16.7
Omits = 29							
(G) Other							
Definitely Yes	0.0	66.7	0.0	66.7	0.0	57.1	0.0
Mostly Yes	0.0	33.3	0.0	16.7	100.0	28.6	0.0
Mostly No	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Definitely No	100.0	0.0	0.0	16.7	0.0	14.3	0.0
Omits = 63							

TABLE 7 (continued)
STUDENT REACTIONS TO FEATURES OF THE JESI PROGRAM
(N=70)

Question	Percentage Response			Age 1-20/Over 20	Total Percentage of Students (N=70)
	Ethnicity Black/White/Puerto Rican	Sex Males/Females			
18a. What is likely to make it difficult for you to get a job?					
(A) Racial prejudice					
Definitely Yes	13.3	8.3	40.0	13.5	13.6
Mostly Yes	26.7	4.2	40.0	13.5	15.9
Mostly No	26.7	33.3	0.0	29.7	27.3
Definitely No	33.3	54.2	20.0	43.2	43.2
Omits = 26					
(B) Suppose the boss wants females, not males for job?					
Definitely Yes	7.1	8.0	20.0	10.8	9.1
Mostly Yes	14.3	44.0	20.0	37.8	31.8
Mostly No	28.6	20.0	20.0	18.9	22.7
Definitely No	50.0	28.0	40.0	32.4	36.4
Omits = 26					
(C) Will lack of education prevent you from getting a job?					
Definitely Yes	31.3	36.0	20.0	30.8	32.6
Mostly Yes	31.3	20.0	40.0	25.6	26.1
Mostly No	25.0	16.7	0.0	18.4	21.7
Definitely No	12.5	8.3	0.0	7.9	8.9
Omits = 24					
(D) Lack of experience					
Definitely Yes	31.3	41.7	40.0	39.5	37.8
Mostly Yes	31.3	33.3	60.0	34.2	35.6
Mostly No	25.0	16.7	0.0	18.4	17.8
Definitely No	12.5	8.3	0.0	7.9	8.9
Omits = 25					
(E) Lack of technical skill					
Definitely Yes	6.3	26.1	40.0	24.3	20.5
Mostly Yes	25.0	47.8	40.0	43.2	38.6
Mostly No	31.3	8.7	0.0	13.5	15.9
Definitely No	37.5	17.4	20.0	18.9	25.0
Omits = 26					
(F) Poor work habits					
Definitely Yes	6.7	21.7	0.0	11.1	14.0
Mostly Yes	20.0	8.7	20.0	13.9	14.0
Mostly No	13.3	17.4	0.0	13.9	14.0
Definitely No	60.0	52.2	80.0	61.1	58.1
Omits = 27					
(G) Personal appearance (includes hair styles, clothes and general physical appearance)					
Definitely Yes	7.1	17.4	20.0	10.8	14.3
Mostly Yes	14.3	21.7	0.0	18.9	16.7
Mostly No	14.3	21.7	20.0	21.6	19.0
Definitely No	64.3	39.1	60.0	48.6	50.0
Omits = 28					
(H) How about your feelings toward bosses, superiors, foremen?					
Definitely Yes	13.3	8.0	0.0	7.7	8.9
Mostly Yes	26.7	40.0	20.0	33.3	33.3
Mostly No	13.3	16.0	20.0	17.9	15.6
Definitely No	46.7	36.0	60.0	41.0	42.2

TABLE 7 (continued)
STUDENT REACTIONS TO FEATURES OF THE JESI PROGRAM
(N=70)

Question	Ethnicity Black/White/Puerto Rican	Percentage Response Sex		Age 1-20/Over 20	Total Percentage of Students (N=70)			
		Males	Females					
18b. Would any of these prevent you from getting a job?								
(A) Jail, prison or reformatory record								
Definitely Yes	16.7	29.6	0.0	21.4	22.7	23.3	14.3	22.0
Mostly Yes	11.1	14.8	20.0	14.3	13.6	14.0	14.3	14.0
Mostly No	5.6	0.0	0.0	0.0	4.5	2.3	0.0	2.0
Definitely No	66.7	55.6	80.0	64.3	59.1	60.5	71.4	62.0
Omits = 20								
(B) Arrest record								
Definitely Yes	11.8	23.1	0.0	14.8	19.0	17.1	14.3	16.7
Mostly Yes	11.8	19.2	0.0	14.8	14.3	17.1	0.0	14.6
Mostly No	11.8	3.8	20.0	7.4	9.5	7.3	14.3	8.3
Definitely No	64.7	53.8	80.0	63.0	57.1	58.5	71.4	60.4
Omits = 22								
(C) Probation records								
Definitely Yes	6.3	11.5	0.0	7.4	10.0	10.0	0.0	8.5
Mostly Yes	6.3	19.2	0.0	18.5	5.0	15.0	0.0	12.8
Mostly No	25.0	15.4	20.0	14.8	25.0	17.5	28.6	19.1
Definitely No	62.5	53.8	80.0	59.3	60.0	57.5	71.4	59.6
Omits = 23								
(D) Juvenile court record								
Definitely Yes	6.3	11.5	0.0	7.4	10.0	10.0	0.0	8.5
Mostly Yes	6.3	19.2	0.0	18.5	5.0	15.0	0.0	12.8
Mostly No	25.0	7.7	0.0	14.8	10.0	15.0	0.0	12.8
Definitely No	62.5	61.5	100.0	59.3	75.0	60.0	100.0	66.0
Omits = 23								
22. Are you more likely to be fired if you are usually absent on the same day of the week?								
Definitely Yes	46.2	11.1	50.0	28.6	28.6	30.0	20.0	28.6
Mostly Yes	23.1	61.1	50.0	47.6	42.9	50.0	20.0	45.7
Mostly No	23.1	16.7	0.0	9.5	28.6	10.0	60.0	17.1
Definitely No	7.7	11.1	0.0	14.3	0.0	10.0	0.0	8.6
Omits = 35								

TABLE 7 (continued)
STUDENT REACTIONS TO FEATURES OF THE JESI PROGRAM
(N=70)

Question		Percentage Response			Age 1-20/Over 20	Total Percentage of Students (N=70)	
		Ethnicity Black/White/Puerto Rican	Sex Males/Females				
23. To an employer, what are acceptable excuses for absence or lateness?	(A) Personal illness (mild)						
	Definitely Yes	20.0	26.1	25.0	23.1	25.0	23.8
	Mostly Yes	33.3	39.1	50.0	38.5	37.5	38.1
	Mostly No	40.0	34.8	25.0	34.6	37.5	35.7
	Definitely No	6.7	0.0	0.0	3.8	0.0	2.4
	Omits = 28						
	(B) Personal illness (more severe)						
	Definitely Yes	40.0	60.9	50.0	53.8	50.0	52.4
	Mostly Yes	53.3	34.8	50.0	42.3	43.8	42.9
	Mostly No	0.0	4.3	0.0	3.8	0.0	2.4
Definitely No	6.7	0.0	0.0	0.0	6.3	2.4	
Omits = 28							
(C) Family illness (mild)							
Definitely Yes	21.4	9.1	0.0	12.5	12.5	12.5	
Mostly Yes	42.9	27.3	75.0	37.5	37.5	37.5	
Mostly No	35.7	54.5	0.0	50.0	31.5	42.5	
Definitely No	0.0	9.1	25.0	0.0	18.8	7.5	
Omits = 30							
(D) Family illness (more severe)							
Definitely Yes	42.9	27.3	50.0	32.0	40.0	35.0	
Mostly Yes	50.0	50.0	50.0	56.0	40.0	50.0	
Mostly No	7.1	22.7	0.0	12.0	20.0	15.0	
Definitely No	0.0	0.0	0.0	0.0	0.0	0.0	
Omits = 30							
(E) Death in the family							
Definitely Yes	87.5	77.3	75.0	84.0	76.5	81.0	
Mostly Yes	6.3	13.6	25.0	8.0	17.6	11.9	
Mostly No	6.3	4.5	0.0	4.0	5.9	4.8	
Definitely No	0.0	4.5	0.0	4.0	0.0	2.4	
Omits = 28							
(F) Difficulty in travel							
Definitely Yes	13.3	21.7	0.0	19.2	12.5	16.7	
Mostly Yes	46.7	34.8	25.0	42.3	31.3	38.1	
Mostly No	20.0	34.8	50.0	26.9	37.5	31.0	
Definitely No	20.0	8.7	25.0	11.5	18.8	14.3	
Omits = 28							
(G) Shouldn't make an excuse							
Definitely Yes	14.3	9.5	25.0	12.0	14.3	12.8	
Mostly Yes	21.4	4.8	0.0	12.0	7.1	10.3	
Mostly No	35.7	33.3	25.0	32.0	35.7	33.3	
Definitely No	28.6	52.4	50.0	44.0	42.9	43.6	
Omits = 31							
(H) Other							
Definitely Yes	33.3	50.0	0.0	50.0	0.0	42.9	
Mostly Yes	0.0	0.0	0.0	0.0	0.0	0.0	
Mostly No	33.3	25.0	0.0	16.7	100.0	28.6	
Definitely No	33.3	25.0	0.0	33.3	0.0	28.6	
Omits = 63							

TABLE 7 (continued)
STUDENT REACTIONS TO FEATURES OF THE JESI PROGRAM
(N=70)

Question		Percentage Response		Age 1-20/Over 20	Total Percentage of Students (N=70)
		Ethnicity Black/White/Puerto Rican	Sex Males/Females		
35. What are some of the values you will get from a job?	(A) Money				
	Definitely Yes	64.7	71.4	40.0	73.3
	Mostly Yes	35.3	25.0	60.0	26.7
	Mostly No	0.0	3.6	0.0	0.0
	Definitely No	0.0	0.0	0.0	0.0
	Omits = 20				
	(B) I'll enjoy the work itself				
	Definitely Yes	25.0	38.5	20.0	39.3
	Mostly Yes	50.0	45.2	80.0	32.1
	Mostly No	6.3	11.5	0.0	14.3
	(C) I'll enjoy working with the people				
	Definitely Yes	38.9	64.0	20.0	44.4
	Mostly Yes	38.9	20.0	80.0	29.6
	Mostly No	11.1	16.0	0.0	18.5
	Definitely No	11.1	0.0	0.0	7.4
	Omits = 22				
	(D) I'll learn how to handle tools and equipment and operate on the job				
	Definitely Yes	29.4	37.0	20.0	28.6
	Mostly Yes	41.2	37.0	40.0	46.4
	Mostly No	11.8	25.9	20.0	17.9
	(E) I'll learn how to get along with people				
	Definitely Yes	17.6	0.0	20.0	7.1
	Mostly Yes	29.4	30.8	20.0	29.6
	Mostly No	41.2	46.2	80.0	37.0
	Definitely No	23.5	15.4	0.0	22.2
	Omits = 21				
	(F) It's a permanent, steady job				
	Definitely Yes	33.3	29.6	75.0	25.0
	Mostly Yes	40.0	40.7	0.0	46.4
	Mostly No	13.3	3.7	25.0	17.9
	(F) It's a permanent, steady job				
	Definitely Yes	33.3	29.6	75.0	25.0
	Mostly Yes	40.0	40.7	0.0	46.4
	Mostly No	13.3	3.7	25.0	17.9
	Definitely No	13.3	3.7	0.0	10.7
	Omits = 24				
	(F) It's a permanent, steady job				
	Definitely Yes	33.3	29.6	75.0	25.0
	Mostly Yes	40.0	40.7	0.0	46.4
	Mostly No	13.3	3.7	25.0	17.9
	Definitely No	13.3	3.7	0.0	10.7
	Omits = 24				

TABLE 7 (continued)
STUDENT REACTIONS TO FEATURES OF THE JESI PROGRAM
(N=70)

Question	Percentage Response			Age 1-20/Over 20	Total Percentage of Students (N=70)			
	Ethnicity Black/White/Puerto Rican	Sex Males/Females						
35-continued								
(G) It gives me prestige								
Definitely Yes	0.0	11.1	25.0	7.1	10.5	9.8	0.0	8.5
Mostly Yes	50.0	44.4	50.0	50.0	42.1	48.8	33.3	46.8
Mostly No	37.5	29.6	25.0	25.0	42.1	29.3	50.0	31.9
Definitely No	12.5	14.8	0.0	17.9	5.3	12.2	16.7	12.8
Omits = 23								
(H) There's a chance to advance								
Definitely Yes	23.5	22.2	40.0	21.4	28.6	21.4	42.9	24.5
Mostly Yes	47.1	48.1	40.0	39.3	57.1	50.0	28.6	46.9
Mostly No	17.6	29.6	20.0	32.1	14.3	26.2	14.3	24.5
Definitely No	11.8	0.0	0.0	7.1	0.0	2.4	14.3	4.1
Omits = 21								
(I) Freedom to work as I wish								
Definitely Yes	13.3	19.2	20.0	14.8	21.1	15.4	28.6	17.4
Mostly Yes	26.7	34.6	40.0	37.0	26.3	33.3	28.6	32.6
Mostly No	40.0	38.5	40.0	37.0	42.1	41.0	28.6	39.1
Definitely No	20.0	7.7	0.0	11.1	10.5	10.3	14.3	10.9
Omits = 24								
(J) Freedom to work as I wish								
Definitely Yes	26.7	14.8	0.0	17.9	15.8	12.5	42.9	17.0
Mostly Yes	46.7	51.9	80.0	60.7	42.1	60.0	14.3	53.2
Mostly No	13.3	25.9	20.0	14.3	31.6	20.0	28.6	21.3
Definitely No	13.3	7.4	0.0	7.1	10.5	7.5	14.3	8.5
Omits = 23								
(K) Other								
Definitely Yes	25.0	40.0	0.0	40.0	25.0	25.0	100.0	33.3
Mostly Yes	50.0	20.0	0.0	20.0	50.0	37.5	0.0	33.3
Mostly No	25.0	0.0	0.0	20.0	0.0	12.5	0.0	11.1
Definitely No	0.0	40.0	0.0	20.0	25.0	25.0	0.0	22.2
Omits = 61								

TABLE 7 (continued)

STUDENT REACTIONS TO FEATURES OF THE JESI PROGRAM
(N=70)

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Question	Percentage Response			Age 1-20/Over 20	Total Percentage of Students (N=70)			
	Ethnicity Black/White/Puerto Rican	Sex Males/Females						
36. How will you find out about what you will get from the job?								
(A) Ask other people before I take the job								
Definitely Yes	31.3	11.5	40.0	18.5	25.0	22.5	14.3	21.3
Mostly Yes	37.5	34.6	40.0	40.7	30.0	35.0	42.9	36.2
Mostly No	18.8	46.2	20.0	29.6	40.0	35.0	28.6	34.0
Definitely No	12.5	7.7	0.0	11.1	5.0	7.5	14.3	8.5
Omits = 23								
(B) Ask people working at the place before I take the job								
Definitely Yes	26.7	12.0	0.0	26.9	0.0	18.4	0.0	15.6
Mostly Yes	33.3	48.0	40.0	38.5	47.4	39.5	57.1	42.2
Mostly No	33.3	52.0	40.0	23.1	47.4	31.6	42.9	33.3
Definitely No	6.7	8.0	20.0	11.5	5.3	10.5	0.0	8.9
Omits = 25								
(C) Ask the boss before I take the job								
Definitely Yes	46.7	59.3	60.0	46.4	68.4	52.5	71.4	55.3
Mostly Yes	40.0	14.8	20.0	28.6	15.8	22.5	28.6	23.4
Mostly No	6.7	22.2	20.0	21.4	10.5	20.0	0.0	17.0
Definitely No	6.7	3.7	0.0	3.6	5.3	5.0	0.0	4.3
Omits = 23								
(D) Take the job and find out when things happen								
Definitely Yes	0.0	20.0	0.0	15.4	5.6	13.5	0.0	11.4
Mostly Yes	42.9	36.0	20.0	30.8	44.4	35.1	42.9	36.4
Mostly No	42.9	24.0	40.0	30.8	33.3	29.7	42.9	31.8
Definitely No	14.3	20.0	40.0	23.1	16.7	21.6	14.3	20.5
Omits = 26								
(E) Take the job and take active steps to find out (per- sonnel manual reading)								
Definitely Yes	31.3	16.0	40.0	12.0	38.1	28.2	0.0	23.9
Mostly Yes	43.8	40.0	60.0	52.0	33.3	41.0	57.1	43.5
Mostly No	18.8	36.0	0.0	24.0	28.6	23.1	42.9	26.1
Definitely No	6.3	8.0	0.0	12.0	0.0	7.7	0.0	6.5
Omits = 24								
(F) Other								
Definitely Yes	25.0	28.6	0.0	42.9	0.0	27.3	0.0	27.3
Mostly Yes	25.0	14.3	0.0	14.3	25.0	18.2	0.0	18.2
Mostly No	50.0	0.0	0.0	14.3	25.0	18.2	0.0	18.2
Definitely No	0.0	57.1	0.0	28.6	50.0	36.4	0.0	36.4
Omits = 59								
(G) Talk to JESI counselor								
Definitely Yes	41.7	18.2	50.0	22.7	37.5	27.3	40.0	28.9
Mostly Yes	33.3	40.9	50.0	31.8	50.0	18.2	60.0	39.5
Mostly No	16.7	31.8	0.0	31.8	12.5	18.2	0.0	23.7
Definitely No	8.3	9.1	0.0	13.6	0.0	36.4	0.0	7.9
Omits = 32								

TABLE 7 (continued)
STUDENT REACTIONS TO FEATURES OF THE JESI PROGRAM
(N=70)

Question	Percentage Response			Age 1-20/Over 20	Total Number of Students (N=70)
	Ethnicity Black/White/Puerto Rican	Sex Males/Females			
37. Why does the boss offer benefits to you?					
(A) To get people to work					
Definitely Yes	20.0	20.8	80.0	18.9	14.3
Mostly Yes	40.0	29.2	20.0	35.1	57.1
Mostly No	26.7	37.5	0.0	35.1	14.3
Definitely No	13.3	12.5	0.0	10.8	14.3
Omits = 26					
(B) He is competing with other bosses					
Definitely Yes	20.0	12.5	20.0	16.2	14.3
Mostly Yes	33.3	20.8	0.0	24.3	14.3
Mostly No	26.7	45.8	60.0	37.8	57.1
Definitely No	20.0	20.8	20.0	21.6	14.3
Omits = 26					
(C) He wants to be nice					
Definitely Yes	6.3	4.2	0.0	5.3	0.0
Mostly Yes	18.8	12.5	0.0	13.2	14.3
Mostly No	37.5	54.2	60.0	52.6	28.6
Definitely No	37.5	29.2	40.0	28.9	57.1
Omits = 25					
(D) No idea					
Definitely Yes	0.0	45.0	0.0	33.3	0.0
Mostly Yes	33.3	10.0	0.0	18.5	0.0
Mostly No	33.3	25.0	0.0	25.9	25.0
Definitely No	33.3	20.0	100.0	22.2	75.0
Omits = 39					
(E) Because of union or legal requirements					
Definitely Yes	25.0	24.0	60.0	25.6	42.9
Mostly Yes	56.3	60.0	20.0	53.8	57.1
Mostly No	18.8	12.0	0.0	15.4	0.0
Definitely No	0.0	4.0	20.0	5.1	0.0
Omits = 24					
(F) Other					
Definitely Yes	50.0	20.0	0.0	33.3	0.0
Mostly Yes	25.0	20.0	0.0	22.2	0.0
Mostly No	25.0	0.0	0.0	11.1	0.0
Definitely No	0.0	60.0	0.0	33.3	0.0
Omits = 61					

TABLE 7 (continued)

STUDENT REACTIONS TO FEATURES OF THE JESI PROGRAM
(N=70)

Question	Percentage Response				Age 1-20/Over 20	Total Percentage of Students (N=70)
	Ethnicity Black/White/Puerto Rican	Sex Males/Females				
38. Would it hurt the boss if a worker: (A) Were not as skillful as the boss anticipated						
Definitely Yes	25.0	14.3	40.0	17.2	25.0	20.4
Mostly Yes	50.0	42.9	40.0	51.7	35.0	44.9
Mostly No	18.8	32.1	20.0	20.7	35.0	26.5
Definitely No	6.3	10.7	0.0	10.3	5.0	8.2
Omits = 21						
(B) Did not show up at all after he said he would take the job						
Definitely Yes	43.8	51.7	80.0	56.7	45.0	52.0
Mostly Yes	31.3	31.0	0.0	30.0	25.0	28.0
Mostly No	18.8	6.9	20.0	3.3	25.0	12.0
Definitely No	6.3	10.3	0.0	10.0	5.0	8.0
Omits = 20						
(C) Were late more than the boss thought he would be						
Definitely Yes	35.3	31.0	80.0	30.0	47.6	37.3
Mostly Yes	41.2	55.2	20.0	56.7	33.3	47.1
Mostly No	11.8	13.8	0.0	10.0	14.3	11.8
Definitely No	11.8	0.0	0.0	3.3	4.8	3.9
Omits = 19						
(D) Were absent more than the boss thought he would						
Definitely Yes	47.1	34.5	60.0	33.3	52.4	41.2
Mostly Yes	29.4	62.1	20.0	60.0	28.6	47.1
Mostly No	17.6	3.4	0.0	3.3	14.3	7.8
Definitely No	5.9	0.0	20.0	3.3	4.8	3.9
Omits = 19						
(E) Smoke pot						
Definitely Yes	18.8	19.2	20.0	11.1	30.0	19.1
Mostly Yes	25.0	19.2	20.0	29.6	10.0	21.3
Mostly No	43.8	53.8	20.0	51.9	40.0	46.8
Definitely No	12.5	7.7	40.0	7.4	20.0	12.8
Omits = 23						
(F) Used heroin						
Definitely Yes	43.8	51.9	20.0	46.4	45.0	45.8
Mostly Yes	25.0	22.2	40.0	25.0	25.0	25.0
Mostly No	18.8	18.5	0.0	25.0	5.0	16.7
Definitely No	12.5	7.4	40.0	3.6	25.0	12.5
Omits = 22						

TABLE 7 (continued)

STUDENT REACTIONS TO FEATURES OF THE JESI PROGRAM
(N=70)

Question	Percentage Response			Age 1-20/Over 20	Total Percentage of Students (N=70)			
	Ethnicity Black/White/Puerto Rican	Sex Males/Females	Sex					
38-continued								
(G) Dressed sloppily								
Definitely Yes	20.0	20.0	40.0	19.2	26.3	23.7	14.3	22.2
Mostly Yes	33.3	32.0	20.0	23.1	42.1	26.3	57.1	31.1
Mostly No	26.7	36.0	40.0	46.2	15.8	34.2	58.6	33.3
Definitely No	20.0	12.0	0.0	11.5	15.8	15.8	0.0	13.3
Omits = 25								
(H) Had trouble managing money								
Definitely Yes	18.8	14.3	0.0	6.9	25.0	14.3	14.3	14.3
Mostly Yes	18.8	21.4	20.0	20.7	20.0	21.4	14.3	20.4
Mostly No	25.0	35.7	40.0	41.4	20.0	35.7	14.3	32.7
Definitely No	37.5	28.6	40.0	31.0	35.0	28.6	57.1	32.7
Omits = 21								
(I) Got caught stealing away from the job								
Definitely Yes	18.8	28.6	0.0	20.7	25.0	21.4	28.6	22.4
Mostly Yes	31.3	35.7	0.0	37.9	20.0	31.0	28.6	30.6
Mostly No	31.3	28.6	100.0	27.6	50.0	35.7	42.9	36.7
Definitely No	18.8	7.1	0.0	13.8	5.0	11.9	0.0	10.2
Omits = 21								
(J) Didn't get along with fellow workers								
Definitely Yes	17.6	20.7	40.0	16.7	28.6	18.2	42.9	21.6
Mostly Yes	52.9	69.0	40.0	66.7	52.4	63.6	42.9	60.8
Mostly No	11.8	6.9	20.0	10.0	9.5	9.1	14.3	9.8
Definitely No	17.6	3.4	0.0	6.7	9.5	9.1	0.0	7.8
Omits = 19								
(K) Didn't get along with supervisors								
Definitely Yes	23.5	33.3	20.0	14.3	47.6	26.2	42.9	28.6
Mostly Yes	58.8	55.6	40.0	71.4	33.3	59.5	28.6	55.1
Mostly No	5.9	7.4	40.0	3.6	19.0	7.1	28.6	10.2
Definitely No	11.8	3.7	0.0	10.7	0.0	7.1	0.0	6.1
Omits = 21								
(L) Weren't happy with the pay and benefits								
Definitely Yes	18.8	10.7	20.0	13.8	15.0	16.7	0.0	14.3
Mostly Yes	31.3	42.9	40.0	37.9	40.0	42.9	14.3	38.8
Mostly No	31.3	42.9	40.0	37.9	40.0	33.3	71.4	38.8
Definitely No	18.8	3.6	0.0	10.3	5.0	7.1	14.3	8.2
Omits = 21								

TABLE 7 (continued)
STUDENT REACTIONS TO FEATURES OF THE JESI PROGRAM
(N=70)

Question	Percentage Response				Age 1-20/Over 20	Total Percentage of Students (N=70)
	Ethnicity		Sex			
	Black/White	Puerto Rican	Males	Females		
38-continued						
(H) Needed someone to watch him to make sure he kept working						
Definitely Yes	25.0	40.0	33.3	38.1	38.6	35.3
Mostly Yes	43.8	40.0	36.7	47.6	36.4	41.2
Mostly No	12.5	10.0	16.7	4.8	13.6	11.8
Definitely No	18.8	10.0	13.3	9.5	11.4	11.8
Omits = 19						
(N) Were slow at learning the job						
Definitely Yes	14.3	11.1	14.3	11.1	12.8	13.0
Mostly Yes	50.0	48.1	46.4	55.6	48.7	50.0
Mostly No	21.4	37.0	32.1	27.8	33.3	30.4
Definitely No	14.3	3.7	7.1	5.6	5.1	6.5
Omits = 24						
(O) Were a slow but steady worker after he had learned						
Definitely Yes	0.0	7.4	7.1	0.0	5.3	4.4
Mostly Yes	30.8	22.2	32.1	17.6	28.9	26.7
Mostly No	53.8	37.0	35.7	58.8	42.1	44.4
Definitely No	15.4	33.3	25.0	23.5	23.7	24.4
Omits = 25						

Comparison of Student Self-Evaluation Data
with Employer Evaluation Data:
Tables 8, 9, and 10

The following statistics present an interesting picture of the way in which employees see themselves as opposed to the way their employers viewed them. Both student employees and employers utilized an 8-point scale (1-2 = below average; 3-4 = average; 5-6 = above average; 7-8 = high degree of quality) to rate nine personal and performance characteristics.

In terms of quality of work, ratings from both students and employers fell between points 4 and 7 on the scale. Scores for the rate at which the employee produced work centered around number 6 on the rating scale by students and around 4 by employers. In terms of use of judgement, both student and employer ratings were clustered around points 5 and 6. Attendance showed student ratings grouped largely around 6 and employer ratings grouped around 8.

Relative to attitude toward work, most students rated themselves at point 6 on the scale, while most employers placed the rating at point 5. Cooperation on the job demonstrated the greatest deviation--most students ratings were at point 8 on the scale, while most employer ratings were at point 5.

The majority of the students felt themselves to be above average and at point 6 on the scale in terms of dependability, whereas

most of the employers' ratings fell at point 4 on the scale for this particular characteristic.

When considering appearance, the largest number of both student and employer ratings fell between 4 and 5 on the scale. The last behavior indicator on the form was public contact, and both students and employers grouped their ratings around point 6 on the scale.

Overall, the differences in rating indicate that the students tended to rate themselves higher than did their employers in three of the nine categories on Table 8. This indicates that additional counseling with emphasis upon self-concept, production on the job, and cooperation with fellow employees and employer on the job is needed to strengthen the jobs component.

Tables 9 and 10 summarize the discrepancies between the two sets of data--Table 9 in terms of dimensions of skill and Table 10 in terms of individual student reactions.

TABLE 8 (continued)
COMPARISON OF THE STUDENT SELF-EVALUATION DATA WITH THE EMPLOYER EVALUATION DATA (N=16)

Question	Percentage Response										Total Stnt/Empl
	Ethnicity		Sex		Age		Total		Total Stnt/Empl		
	Black *Stnt/Empl	White Stnt/Empl	Puerto Rican Stnt/Empl	Males Stnt/Empl	Females Stnt/Empl	1-20 Stnt/Empl	Over 20 Stnt/Empl	Over 20 Stnt/Empl			
3. Judgement: Consider your concern for organization of work area, judgement in use of supplies and equipment. Uses good judgement in carrying out assigned responsibilities											
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	12.5	50.0	0.0	0.0	0.0	0.0	0.0	0.0
4	12.5	0.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	25.0	56.3	25.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
6	75.0	25.0	25.0	37.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7	0.0	0.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
8	12.5	25.0	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Student Omits = 44 Employer Omits = 58											0.0
4. Attendance: Consider your record for being on the job as scheduled. (Consider last six weeks only)											
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	75.0	6.3	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	37.5	0.0	18.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	12.5	0.0	18.8	37.5	50.0	0.0	0.0	0.0	0.0	0.0	0.0
6	37.5	0.0	31.3	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7	0.0	0.0	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
8	12.5	25.0	18.8	37.5	50.0	0.0	0.0	0.0	0.0	0.0	0.0
Student Omits = 44 Employer Omits = 58											0.0
5. Attitude: Consider the interest you take in your job; loyalty to company; your own conduct; and progress											
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	25.0	0.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	12.5	25.0	6.3	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	12.5	62.5	100.0	0.0	0.0	0.0	0.0	0.0	0.0
6	50.0	25.0	50.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7	12.5	25.0	18.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
8	12.5	0.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Student Omits = 44 Employer Omits = 58											0.0

*Student/Employer

TABLE 8 (continued)
COMPARISON OF THE STUDENT SELF-EVALUATION DATA WITH THE EMPLOYER EVALUATION DATA (N=16)

Question	Percentage Response										Total Stnt/Empl
	Ethnicity					Sex		Age			
	Black *Stnt/Empl	White Stnt/Empl	Puerto Rican Stnt/Empl	Males Stnt/Empl	Females Stnt/Empl	Stnt/Empl	Stnt/Empl	1-20 Stnt/Empl	Over 20 Stnt/Empl		
6. Cooperation: Consider your ability to work with others											
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	25.0	0.0	0.0	0.0	0.0	0.0	8.3	14.3	0.0	3.8
4	12.5	0.0	18.8	25.0	0.0	0.0	0.0	28.6	20.0	0.0	15.4
5	0.0	25.0	18.8	62.5	0.0	0.0	0.0	14.3	80.0	8.3	11.5
6	37.5	0.0	25.0	0.0	0.0	0.0	0.0	21.4	0.0	33.3	26.9
7	12.5	50.0	6.3	12.5	50.0	0.0	0.0	7.1	0.0	16.7	11.5
8	37.5	0.0	31.3	0.0	0.0	0.0	0.0	28.6	0.0	33.3	30.8
Student Omits = 44 Employer Omits = 58											
7. Dependability: Consider your ability to work without constant supervision											
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14.3	0.0
3	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	8.3	0.0	3.8
4	25.0	25.0	6.3	50.0	0.0	0.0	0.0	21.4	80.0	0.0	11.5
5	0.0	25.0	12.5	12.5	0.0	0.0	0.0	7.1	0.0	8.3	7.7
6	37.5	0.0	31.3	25.0	0.0	0.0	0.0	35.7	20.0	25.0	30.8
7	25.0	0.0	25.0	12.5	0.0	0.0	0.0	14.3	0.0	33.3	23.1
8	12.5	25.0	25.0	0.0	50.0	0.0	0.0	21.4	0.0	25.0	23.1
Student Omits = 44 Employer Omits = 58											
8. Appearance: Consider grooming and attire											
1	0.0	0.0	6.7	0.0	0.0	0.0	0.0	7.7	0.0	0.0	4.0
2	0.0	0.0	0.0	12.5	0.0	0.0	0.0	0.0	0.0	14.3	0.0
3	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	8.3	0.0
4	25.0	25.0	13.3	37.5	0.0	0.0	0.0	30.8	60.0	0.0	16.0
5	12.5	25.0	33.3	25.0	0.0	0.0	0.0	30.8	40.0	16.7	24.0
6	25.0	25.0	13.3	25.0	0.0	0.0	0.0	7.7	0.0	25.0	16.0
7	12.5	0.0	20.0	0.0	0.0	0.0	0.0	7.7	0.0	25.0	16.0
8	25.0	25.0	0.0	0.0	50.0	0.0	0.0	15.4	0.0	25.0	20.0
Student Omits = 45 Employer Omits = 58											

*Student/Employer

TABLE 8 (continued)
COMPARISON OF THE STUDENT EVALUATION DATA WITH THE EMPLOYER EVALUATION DATA (N=16)

Question	Percentage Response										Total Stnt/Empl					
	Ethnicity			Sex		Age			Stnt/Empl	Stnt/Empl						
	Black *Stnt/Empl	White Stnt/Empl	Puerto Rican Stnt/Empl	Males Stnt/Empl	Females Stnt/Empl	1-20 Stnt/Empl	Over 20 Stnt/Empl									
9. Public Contact: - Consider your ability to maintain favorable customer relations (if applicable)	0.0	0.0	6.7	0.0	0.0	0.0	7.1	0.0	0.0	0.0	4.8	0.0	0.0	0.0	4.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	33.3	6.7	16.7	50.0	0.0	7.1	0.0	9.1	40.0	4.8	14.3	25.0	50.0	8.0	22.2
4	25.0	0.0	6.7	33.3	0.0	0.0	21.4	50.0	0.0	0.0	14.3	14.3	0.0	50.0	12.0	22.2
5	0.0	33.3	13.3	0.0	0.0	0.0	7.1	25.0	9.1	0.0	9.5	14.3	0.0	0.0	8.0	11.1
6	12.5	33.3	46.7	33.3	0.0	0.0	35.7	25.0	27.3	40.0	33.3	42.9	25.0	0.0	32.0	33.3
7	37.5	0.0	13.3	16.7	50.0	0.0	14.3	0.0	36.4	20.0	28.6	14.3	0.0	0.0	24.0	11.1
8	25.0	0.0	6.7	0.0	0.0	0.0	7.1	0.0	18.2	0.0	4.8	0.0	50.0	0.0	12.0	0.0
Student Omits = 45 Employer Omits = 61																

*Student/Employer

TABLE 9
SUMMARY OF DISCREPANCY DATA FROM TABLE 8
(N=16)

Dimensions of Skill	Average Discrepancy	Number of (+) Errors	Number of (-) Errors
1. Quality	1.13	9	4
2. Production	1.31	9	4
3. Judgement	1.37	6	6
4. Attendance	1.88	10	5
5. Attitude	1.25	10	4
6. Cooperation	1.13	8	3
7. Dependability	1.81	11	1
8. Appearance	1.50	9	2
9. Public Contact	1.44	8	5

Discrepancy = /Student Response - Employer Response/

TABLE 10
 SUMMARY OF DISCREPANCY DATA FOR EMPLOYED STUDENTS
 FROM TABLE 8 (N=16)

Students	Average Discrepancy	Number of (+) Errors	Number of (-) Errors
1	3.11	9	0
2	.56	1	4
3	3.44	8	0
4	.56	3	1
5	1.56	8	0
6	1.44	7	0
7	1.11	6	1
8	1.11	4	4
9	1.11	6	2
10	1.33	5	2
11	.77	3	3
12	1.44	4	4
13	1.88	1	6
14	1.00	2	4
15	.66	4	1
16	1.44	8	1

Discrepancy = Student Response - Employer Response

Results of Parent Questionnaire: Table 11

The administration of the Parent Questionnaire was a most rewarding one for the investigator. Of the eighteen parents who accepted the questionnaire, all returned them. On only three questions (4, 5 and 12) did any parents omit answers, and the maximum number of omissions was four on question number 12 (criticisms or suggestions). In addition, for all but one of the questions (number 12), the overwhelming majority of the parents' answers were in the affirmative, indicating appreciation and support of the Project and the job it was doing for their children. The questionnaire covered all aspects of the Project--Jobs, Education, and Self-Improvement--so that the resultant data represent a rather complete picture of parental attitudes toward Project JESI, in terms of those parents who answered the questionnaire.

The overall results of the parent responses to the questionnaire were most positive. The parents exhibited pride in the academic progress their children had made, pleasure at the changes in their attitudes, and wholehearted support of the Project.

Since questions 11 and 12 requested the parents to add subjective information to their "yes" or "no" answer, a more detailed summary of these two answers is presented below.

Question number 11 asked if the student had improved in

any way other than those listed in the questionnaire since beginning active participation in Project JESI. The answers showed that students were more reliable and more responsible toward their school work, were more interested in school and in education in general, and were far less inclined toward absenteeism or tardiness. The parents also indicated that students placed a greater value on themselves and on education and were more committed to improving themselves through further education upon completion of the JESI Program. The parents further stated that students had increased their abilities to express themselves, to study to advantage, to organize their thoughts and time, and to get along with others. The parents felt that their children exhibited a greater interest in life in general since entering Project JESI.

Question number 12 asked the parents for criticisms and/or suggestions for improving the JESI Program. Thirteen respondents stated that they had no criticisms of the Project and no suggestions for improvement. Of the six written answers that were received, there were no criticisms. Three asked only for the continuation of the program. The three suggestions that were made requested limitation of enrollment to a workable number of students, greater individualization of instruction and provision for students with real learning disabilities, and increased publicity for the program.

TABLE 11
RESULTS OF THE PARENTS QUESTIONNAIRE
(N=18)

Question	Frequency of Response	
	Yes	No
1. Do you want your child to receive a vocational or job-skilled education?	15	3
Omits = 0		
2. Are you satisfied with the education your child is receiving through the JESI Project?	17	1
Omits = 0		
3. Do you believe that the JESI Project is the best educational program available for your child?	16	2
Omits = 0		
4. Does your child believe that the JESI Project is the best educational program available to him/her?	16	1
Omits = 1		
5. Has the JESI Project done a good job in providing a useful vocational education for your child?	13	4
Omits = 1		
6. Is your child learning more in the JESI Project than he/she did in the previous course of study that he/she was involved in the public school?	16	2
Omits = 0		

TABLE 11 (continued)

RESULTS OF THE PARENTS QUESTIONNAIRE
(N=18)

Question	Frequency of Response	
	Yes	No
7. Has your child expressed any sense of accomplishment in developing academic and vocational skills as a result of his/her participation in the JESI Project?	17	1
Omits = 0		
8. Has your son/daughter's interest in his/her education and the world of work improved as he/she became involved with the JESI Project?	17	1
Omits = 0		
9. Has being in the JESI Project improved your son/daughter's opinion of himself/herself?	17	1
Omits = 0		
10. Has being in the JESI Project improved your son/daughter's self-confidence?	16	2
Omits = 0		
11. Has your son/daughter improved in any other ways after he/she became actively involved in the JESI Project?	14	4
Omits = 0		
12. Have you any criticisms or suggestions for the JESI Project?	4	10
Omits = 4		

Summary

The data presented in the preceding sections is comprehensive and presents a realistic profile of the degree to which Project JESI has achieved its stated objectives. To recapitulate, the objectives of Project JESI were (1) to improve the academic ability and achievement of the students, (2) to increase the students' abilities to secure and retain employment, and (3) to improve the attitude of the student toward himself/herself and others in the environment.

In relation to these objectives, the data collected indicated that Project JESI had assisted the students in the academic preparation. The program has also been of assistance in developing a positive self-concept in the students and in improving their attitudes toward their environment, the people in it, and their educational situation.

In terms of parent response to and support of the Project, the data revealed that Project JESI had achieved a relatively high degree of success in serving as a catalyst between parents and students. In this role, Project JESI helped to re-open lines of communication between parents and students and also assisted many students by incorporating the element of success into their lives. Parental responses demonstrated a positive attitude toward Project JESI and its effect on the lives of their children, both academically and emotionally. All of the completed parent questionnaires indicated strong support

for Project JESI and a desire for its continued operation.

The one area in which the data showed Project JESI to be deficient was job development and placement. While students were well prepared to participate in an interview, fill out application forms, and prepare personal data information, they often had difficulty locating jobs. Further, student responses indicated that Project JESI was not a major source of information concerning available job opportunities.

In addition, the student and employer evaluation forms indicated that the students were not well-prepared to participate fully in a day-to-day work situation. Student ideas about job maintenance and performance in an occupational environment proved to be somewhat unrealistic in relation to the actual situation.

Chapter VI, which follows, will present a more detailed summary of the study, along with conclusions about the study and recommendations for change.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Introduction

Cooperative work experience education is part of total education and should be viewed as an integral component of the educational system, not as a separate entity. Such integration insures that the student will derive the maximum benefit from both in-classroom and on-the-job experiences. Cooperative work experience educational programs assist students in making career choices, in preparing for these choices through both academic and occupational experiences, and in making the transition from school to employment on a full-time basis.

With these thoughts in mind, the emphasis on dropout prevention and on relating education to daily existence in American society should become primary objectives for secondary educators. It is questionable, in these times, whether any individual can successfully adjust to life without the basic foundation of education. Cooperative work experience programs, such as Project JESI, provide an alternative for those secondary students who might otherwise drop out of school, get lost in the maelstrom of unemployment, drugs, and crime, and be forever lost as productive individuals in our society.

One of the problems in teacher-training programs is that heretofore most programs have prepared their students to teach from a melting pot perspective, assuming that all students in public schools have been assimilated into the middle-class White structure of American society. These teacher preparation programs have ignored or failed to consider the pluralism of American society as support for differentiation in staffing, curricula, programs, and teaching techniques. Alternative education programs like Project JESI represent one method of attempting to meet the pluralistic needs of secondary school students in the urban centers across this country. It is only through such attempts to recognize the diversity within our society, and to reach out to each of the various segments of the population in ways that are meaningful to them, that educators will truly captivate the youth of this country and retain them in an educational environment.

Teachers and teachers-in-training must continually be exposed to the diversity of cultures in our public schools and to the vast number of alternative methods of education available to them in attempting to reach all of the young people with whom they interact.

Disadvantaged Youth Entering the World of Work

It is generally agreed that a great proportion of the disadvantaged youth have difficulty in entering the world of work. Since a large proportion of Black and Spanish speaking youth are from such back-

grounds their unemployment rates have been used as an index of the difficulty of poverty background youth going to work.

Two explanations of why the students have such difficulty are generally offered. One is that they do not have the characteristics, such as skills and motivation, which would make them desirable employees. The other is that they are subjected to irrational prejudices, including racial discrimination. These explanations seem oversimplified in view of the data which have been developed during the past thirty years regarding the complex social and psychological processes of going to work in an industrial society.

The American value system holds that a person should be judged on work accomplishments. Prestige and status are derived from a structure which operates as a market in which people sell their labor for what they can get in a market of employers.

Three conditions should be satisfied for the smooth operation of this structure: (1) individuals wish to sell their labor, (2) employers wish to hire workers, and (3) there are approximately the same number and types of jobs as there are workers. It is becoming clear that a certain proportion of the population does not enter this labor market with ease. There are a number of reasons for this: (1) rational reasons, such as low productivity, the cost of training workers from low educational backgrounds, and the disruption produced by unpredictable

and unusual styles of behavior; (2) irrational reasons, such as discrimination on the basis of race, sex, or religion; and (3) limitation of the labor market for purposes of maintaining high wages. In order to produce scarcity, availability of workers may be limited by unions, guilds, and professional organizations which set entrance requirements without regard to skills necessary.

In terms of the present national interest in increasing the participation of disadvantaged youth in the work economy, there are important gaps in understanding the values, information, and behavioral style of the youth in relation to the values of the employer. Such understanding cannot substitute for the nation's ability to create and maintain an economic system in which desirable jobs exist in numbers appropriate to the size of the work-age population. However, it is our belief that even should jobs exist, a proportion of the population would not apply for, obtain, or succeed on such jobs. These non-effective participants in the world of work come mostly from poverty backgrounds.

Currently, America is faced with a situation in which many disadvantaged youth either are not entering the world of work or are entering with considerable difficulty.

Review of Project JESI

If a primary purpose of education is to develop in young people a positive self-image so that they can interact with their environment and the people in it more effectively, then educators must be more constantly aware of how experiences within the educational system are likely to affect a student's self-concept.

One of the most significant outcomes of this study is the realization that, for a selected group of high school dropouts, levels of self-image were affected in a positive manner by participation in a rewarding educational experience--participation in Project JESI and the successful completion of the General Educational Development (GED) examination.

The following is a general summary of the project and the study as they relate to the state of the disadvantaged in this country.

There are two components of the JESI Project. One is located at the University. Its function consists of designing an overview of the program including the writing of proposals, evaluation designs, curricular materials, research and training components for the doctoral students in the program, and general development of a model program which can be used in other areas of the state. The other component is located in Springfield and is primarily responsible for the day-to-day running of the project site, coordinating part-time employment,

teaching, and counseling. The teachers and counselors in the program meet weekly to discuss their problems and needs.

The entire staff is well qualified. Eight are doctoral candidates, several of whom are at the final stages, one is a Master's candidate, and one recently received his Master's degree. All have had considerable experience teaching and consulting in school programs for the disadvantaged. All intend to devote their future careers to this area.

The administration and the counseling staff of the Springfield School District are involved in identifying potential students for the program. When a high-risk potential dropout is identified, the JESI staff is notified and they attempt to contact the student.

The Advisory Council is a cross-section of the Springfield community including representatives from the major employers in the area (New England Telephone, Western Mass Electric Company, Sears and Roebuck Company, Springfield Gas and Light Company) as well as the Springfield School System and community representatives. The committee has met on a regular basis and most recently has assisted in finding a new site for the Project.

The local Coordinated Area Manpower Planning Services (CAMPS) Program has been supportive of the JESI Project and they have maintained contact from time to time. Project JESI has also made

referrals to many local agencies including Manpower Development Training Act (MDTA), Street Academy System of Springfield, Inc. (SASSI Prep.), Onward With Learning (OWL), Springfield Technical Community College (STCC), Pregnant Adolescent Girls Education (PAGE), and New England Educational Services (NES).

After the first year of operation the following objectives were stated in the annual report. To date, all have been met.

1. Expand the cooperative part-time work program.
2. Continue to develop relationships with Springfield Technical Community College and other resources in Springfield.
3. Increase the current enrollment to include more Spanish-speaking and White ethnic students.
4. Develop closer ties with the Springfield School System with the long term objective that the program will be incorporated into the system.
5. Expand the program to develop leadership training for those University students who will be specializing in programs for students with special needs.
6. Evaluate the effectiveness of both the Springfield and University programs.
7. Continue to develop and implement the curriculum-counseling component.

Also, during that year, an intake, diagnostic, and counseling procedure was developed. The instruments developed and adopted were administered to every enrolled student to clearly define his/her individual profile and to help the staff in meeting the student's specific needs. The Minnesota Vocational Interest Inventory was used to help the student determine vocational interest. The Tennessee Self-Concept Scale (TSCS) was administered to aid the staff define more specifically the nature of the individual's self-esteem. The GED Diagnostic Test aided the staff in determining the level of academic achievement and the appropriate classes in which the individual should be placed.

During the coming year the Project will continue the intake and counseling procedures with increased emphasis on vocational guidance. Finally, as the above objectives indicate, the primary concern of the Project is to prepare students for the world of work. Past experience has shown that the transition from high school dropout to a functioning adult is a difficult one. Through counseling and instruction in needed basic skills, these students are provided with the tools that are required to succeed in the world of work.

Evaluation of the program was on an on-going basis by the administration and the staff. The staff held weekly meetings to discuss problems that had arisen in regard either to individual students,

course developments, or administrative procedures. On a bi-weekly basis, the University staff and students met with the Springfield teachers to work out problems and discuss changes that were needed. Additional visits were made by the University staff to evaluate specific needs such as course materials and methods, testing procedures and counseling needs, and administrative problems. Quarterly evaluations of the program are made by the Project Director and submitted to the Principal Investigator and State Department of Education.

Instruments

The interview forms were designed to be used as precoded instruments. The form was given to the respondent and not filled out by the interviewer. Questions were phrased in simple language. Instructions given to the interviewers focused on what would be permitted as a reasonable range of latitude. The interview forms included a general form (Part II) for use with all panels of subjects and separate background forms for enrollees, supervisors, and employers: an enrollee interview form (Appendix B, Exhibit 10), an employer form (Appendix B, Exhibit 13), and a student form (Appendix B, Exhibit 15).

The interview was structured to elicit expectations with regard to five major categories of demands and rewards in entering the world of work:

Skills. The level of skills expected of an entering employee.

Tolerance for behavior variability. The amount of conformity in behavior (other than work output) demanded of an entering employee.

Employee-employee relations. The amount of socializing, and the extent of social acceptance by peers expected from work supervisors, and the responses enrollees must make.

Supervisor-employee relations. The extent and intensity of control to be expected from work supervisors, and the responses enrollees must make.

Employee benefits. The types and amount of benefits available to employees.

Each of these five major variables was further subdivided to allow data to be gathered from each respondent regarding his perception of (1) job requirements, (2) ways in which an applicant may be tested with regard to these requirements, and (3) acceptance of the requirements, and of the ways of testing them. Students stated that they had received little vocational advice from school: the parents who had offered help were not prepared for the role.

Relevance of the JESI Work Experience

Optimism

A number of studies show that there are two significant underlying attitudes which are highly relevant to attempts by dis-

advantaged youngsters to move out of the slums and into the world of work. The first of these is a general sense of optimism, or a generalized sense that the world will be benevolent.

One of the interesting observations made by the Site Director and Counselor resulting from both personal contacts as well as responses to the questionnaire was that JESI enrollees were well aware of the standards of the world of work. They were also aware of the difficulties in obtaining jobs and, particularly, of obtaining jobs which held the possibility of vertical mobility in skill, status, or income. This, in some measure, represented their personal work history as well as their appraisal of the opportunities available to the students.

Self-confidence

The second significant attitude underlying all attempts to venture into new experiences is a self-image that incorporates both self-respect and a belief in one's power to influence one's environment--to shape one's personal destiny.

The very fact that the enrollees were participating in a social environment in which most of their companions did not seek work did not support any likelihood that they would come to believe that their own efforts would be effective.

Behavioral conformity

The responses of the enrollees both early and late in their work experience were quite similar in terms of understanding the work-related behavioral conformity that is required in the world of work. Comparison of their responses with those of their supervisors as well as a sample of employers indicated that if anything the enrollees viewed the standards as being more stringent. Not only did the enrollees understand the standards, they assented to their legitimacy. These findings suggest that for most enrollees a knowledge of behavioral conformity would not be an outcome of the JESI experience.

On the basis of the preceding conditions, motivation to enter the world of work can be understood within a framework of the following impinging factors.

General Motivation to Work. There is a generalized motivation to work, which develops in most groups in society during the earliest stages of life. This motivation is derived from the desire of children to be adults and is obviously dependent on the values and models of adulthood surrounding the child. It is intimately connected with the self-image and sense of personal worth of the individual.

Incentives to Work. Each type of work carries with it rewards or incentives to work. The bulk of jobs available to lower-

class youths do not carry with them incentives of realization of personal values such as are available to middle-class youth. Money is a much more important concern of the lower class. However, it is not the source of the major satisfaction work work. Work satisfaction is related more to relationships with authority, peer relations, and control over working conditions.

Entry into Work World. Most lower-class children perceive correctly that aside from reading, writing, and arithmetic, the school experience is not an avenue into work nor is it a source of improved work careers. Entry into the world of work is unsystematic and class-determined in that it hinges on the information and contacts available in family and neighborhood. Employers of the lower-class are much concerned about the work habits, attitudes, and personality of potential employees. Entry in the world of work is difficult for many from working-class backgrounds because they are not clearly distinguishable from individuals from demoralized families. However, such youth are motivated to participate and succeed within the general framework of workers.

The Unmotivated. There is a large group of youth who come from demoralized families. If these individuals are to participate in the framework of the world of work, specialized efforts will have to be made to provide them with experiences effective in alleviating

their apathy and anger and opening to them opportunity for recognition as productive adults.

Implications for the Future

The completion of this study has definite implications for the future direction of Project JESI, for some program modification, and for some methods of implementing such changes.

With the assistance of the on-site staff, the Project intends to expand current resources over the next five years to include more of the Black, Spanish-speaking, and White ethnic communities to have an ethnic balance that is representative of Springfield. Additionally, plans have been made to develop and submit a post-secondary proposal to different funding agencies which will achieve a closer relationship between JESI and institutions of higher learning so that services can be provided for those who have completed the GED and wish to go on to technical college. Closer ties to industry will be established through our expansion of cooperative industrial internship program. The staff of the Project will be working with industry in order to sensitize them to the needs of high risk, disadvantaged students.

Recommendations for Program Modification

Modification of the Project JESI--Springfield will require implementation of the following alternative procedures:

1. Place a major emphasis on training teachers and admini-

- strators in program procedures for the disadvantaged.
2. Strengthen the program by making it available as a clinic for developing programs and by moving it into a strong position in the community as an alternative school within the Springfield School System.
 3. Conduct research on instructional alternatives for the purpose of improving the model and making it more readily transferable to other schools within the Commonwealth.
 4. Explore the possibility of using full-time job placement as a cooperative educational alternative which includes related classroom instruction.
 5. Introduce English as a second language into the curriculum in order to better serve those disadvantaged in communication skills and, consequently, in the world of work.
 6. Develop a cooperative arrangement with the training programs of correctional agencies in the Commonwealth as a means of responding to a growing series of requests for training programs for the disadvantaged in correctional institutions.
 7. Facilitate the re-entrance of JESI students into educational institutions providing vocational education or technical training by developing working relationships with area institutions.

8. Strengthen the parent involvement aspect of the program and make the parents a more integral part of the program.

Suggestions for Implementation of Change

The Resource Counseling Unit

The Resource Counseling Unit will advance the rationale that the realization of a positive self and the obtainment of self-improvement will provide a basic motivation for success in employment (jobs) and education, both the formal and informal academic experience. Like similar kinds of programs, it is believed,

. . . an urgent need exists to help students learn about themselves and others in their contemporary world and to participate in experiences which enlarge, apply, and interrelate this learning, but with significant difference in that they are collaborators rather than recipients. The need exists to help students create patterns of behavior for progress toward a richer life which is uniquely their own and which contribute constructively to the society. They must recognize the process of self-discovery and self-direction (56, p. 187).

A great surge of self-confidence occurs when a marketable skill is mastered. This gives the individual some projective idea of knowing: (a) who I am, (b) where I am going, and (c) how I am going to get there. This purposeful living requires setting goals based upon self-knowledge and requires that one consciously and deliberately select and establish values by which to live. The Resource Counseling Unit will aid students in helping them to evaluate their established values and to eliminate those which reflect feelings of guilt, unworthiness,

and negativism. The counseling program will be divided into five major components.

Service to High School Dropouts Component

The high schools, as well as current and former JESI students, will identify and refer potential and/or high school dropouts to the Resource Counseling Unit. If requested, the Unit will act as a mediator between school and student. An effort will be made to expand cooperation with the high school and/or middle school counseling programs in Springfield in order to increase the long run potential of tying in with them. Off-the-street, or drop-in recruitment will be encouraged. A primary service will be offered to counsel students in returning to high school for a secondary diploma. Students who cannot or will not return successfully will be referred to the succeeding component.

Entrance and Orientation Process Component

A potential JESI candidate will initially have a conference with a counselor. The candidate will have the freedom of selecting the counselor to whom he/she feels he/she can best relate. The conference will explore in some detail the purpose and goals of the Project and the possibility of how the student might relate his/her own goals to the Project.

After this conference, a meeting will be arranged with the admissions committee made up of a director, a counselor, a student, a teacher, and the candidates representative. This committee will make the decision on whether the candidate becomes a JESI student.

If the student is not admitted, then every effort will be made to effect a referral to another program which the candidate finds suitable. If the student is admitted, the student will be required to take a written evaluation in order to determine where in the program would be the most effective placement and what kind of progress he/she can be expected to make. This shall be helpful in helping the candidate to achieve realistic goals.

If the candidate is admitted then he/she and the counselor will work through the following check list:

Development of the Personal Resume. The student will be given a form to use as a guide and he/she, with the counselor, will explore meaningful life experiences. It is expected that the student will discover facets of his/her life which might prove to be of major importance. Seeing these in written form might well stimulate self-confidence. The Project will be responsible for having this resume typed and reproduced.

Develop Contract Agreement. Career counseling will help the student determine his/her goal and a process by which it can be achieved.

The responsibilities of the student and the responsibilities of the school will be carefully spelled out. These will include both classroom, co-curriculum and employment.

Development of the Confidential Folder. The student will be made aware of an individual folder that will be kept. Any item pertaining to the student will be placed in this folder. He/she will have the right to put items in this folder and to have full access to it.

Home Visitation or Parent Conference. A visitation will be arranged with the parents and/or other family members of the student, the student, and the counselor. It is hoped that this conference would occur in the home. However, the student and his/her parents will have the right to select the site. The purpose of such a conference would be to have parents and/or family members clearly understand the program and its objectives, to have them lend support to the student, and to answer any questions they might have.

On-the-Job Site Visitation. An on-site visitation to a place of employment will be made. This will give the student the opportunity to witness the success of other JESI students and will also serve as a re-enforcement for these other students. The new student will have an opportunity to ask questions and to experiment with the responsibility of employment he/she will be expected to assume.

Student Activities and Committee Responsibilities. Students will be expected to join at least one student activity and have at least one committee responsibility. Exploration of committees and student activities with the counselor will give the student an option to join what is most suitable for the student.

After completing the check list, the student will then go over a student contract with the counselor and both will sign it. The contract outlines student responsibilities to the program, the employer, parents and self. Such a contractual agreement gives the student major responsibility for his/her own behavior and performance while in the program.

Matriculating and Placement Readiness Component

Individual counseling sessions will be arranged periodically with the students. The student may feel free to discuss whatever is of current interest or it may be an evaluation session.

This will also be a time for the student to participate in student awareness seminars. These seminars will be sponsored by small student groups known as support teams. The support team will be the student's JESI family and may select a counselor to participate also. These teams may initiate a wide variety of events from field trips, reading or study sessions, to a project newspaper.

Placement readiness will also be a chief focus point for this period and a student will have the opportunity to explore pre-placement and permanent-employment related problems. Areas of importance may include (a) how to have a job interview, (b) expectations of job responsibilities, (c) managing interpersonal relationships in a new environment, and (d) employment support services.

On-the-Job Counseling Component

The counselor will conduct a visitation to the job site of the student. He will be able to evaluate job achievements as well as associated problems. He may have conferences involving the student and the employer, or he may meet only with the employer, or he may elect to set up a conference with the student at another location. Periodically, the student will conduct a self-evaluation with the aid of the counselor.

Program Completion Component

A very close relationship will be maintained with the student once the program is completed. The graduate then becomes a valuable resource person for other JESI students and may elect to become an on-the-job advisor. The graduate will be able to serve as a success model for entering students and may play a key role in identifying potential candidates for JESI.

The graduated student also may elect to return and participate in courses to upgrade present skills in order to become eligible for job promotion. The graduate may also assist in one of the program components. He/she will be the best person to speak in favor of the program in the community. He/she may also elect to become a member of a support team and offer guidance in a group structure.

It is understood that the Resource Counseling Unit will engage in many areas of counseling not mentioned in the individual components. There is great expectation that the service offered will include such areas as financial, personal, and group counseling. It is also expected that support will come outside of a formal counseling session and that weaker areas within the total character and personality of the students will be supplemented and complemented. It is realized that a critical decision point for which students must be prepared is the decision whether to pursue a job, to seek further education, or to choose some combination of both. The student should be equipped occupationally, academically, and emotionally to spin off from the system at whatever point he/she chooses. The student would be expected to have mastered the skills necessary for future negotiation of life's challenges.

TABLE 12

THE FIVE COMPONENTS OF THE RESOURCE COUNSELING UNIT

Service to High School Dropouts	Entrance and Orientation Process	Matriculating and Placement Readiness	On-the-Job Counseling	Program Completion
1. Identify high school dropouts or potential dropouts.	1. Conduct personal interview with candidate.	1. Conduct personal counseling sessions a. review of academic readiness b. financial matters c. career building d. vocational	1. Plan employer, student conferences.	1. Invite student to participate in Project: a. recruitment b. evaluation process c. member of support team
2. Encourage to return to high school for secondary diploma.	2. Set up meeting with admissions committee.		2. Conduct evaluation conference of job success with student.	
3. Develop joint counseling cooperation with high schools and middle schools.	3. Refer non-acceptables to other programs.		3. Offer encouragement.	2. Have student represent the Project in the community.
4. Act as mediator, if requested, between school and dropout.	4. Counsel through check list: a. develop personal resume b. develop contract agreement c. develop confidential folder d. arrange home visitation e. conduct job site visitation f. develop personal time schedule g. plan and assign student activity and committee responsibility h. conduct career counseling		4. Encourage student to assume community responsibility	3. Encourage student to return to upgrade skills for job promotion.
5. Conduct off-the-street recruitment.		2. Conduct group counseling a. involving role playing b. field trip experience	5. Conduct exit interview re-evaluation of goals	4. Offer personal counseling
6. Refer non-high school returnee to the Entrance and Orientation process.		3. Encourage participation in awareness seminars 4. Encourage participation in student activities.		5. Develop alumni support group.

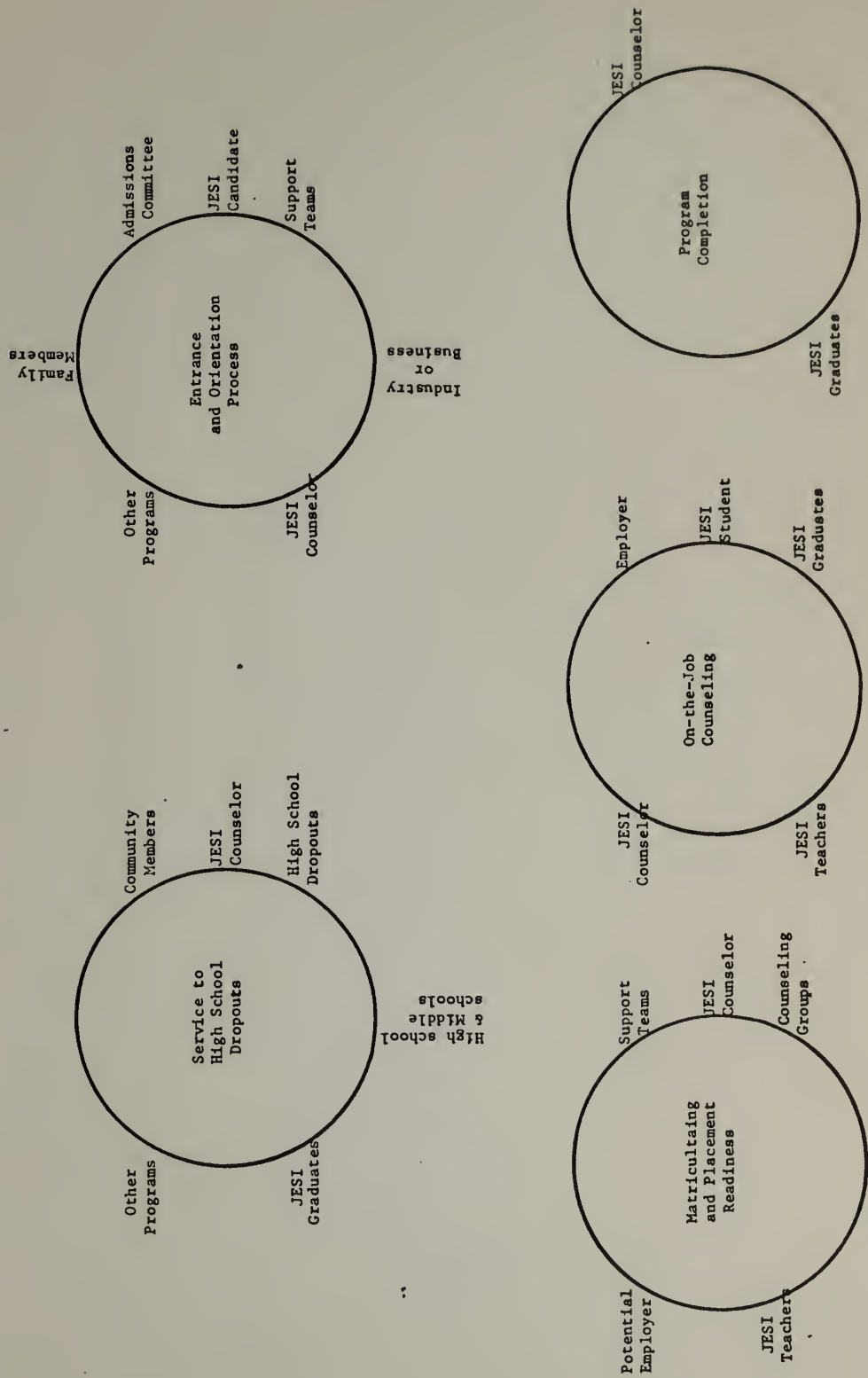
5. Review educational program relationship.

6. Encourage support team membership.

7. Conduct inventory evaluations:
a. attitudinal
b. academic
c. vocational

TABLE 13

PERSONS AND ORGANIZATIONS INVOLVED IN INSTITUTING THE FIVE COMPONENTS OF THE COUNSELING UNIT



Parent Involvement Component

Statement of Need

A survey into the growing research of parent involvement which points to the potency of parental roles in the educational process has prompted JESI to re-evaluate its parent participation. From this re-appraisal of the parent's responsibility in the educational program, it was felt that the parent unit needs strengthening. Thus, the emphasis on a structuring of a more viable parent component is a primary objective in the next program year.

Because of the parents' short term in the program, JESI's parent component may not lend itself to functioning as a policy-making unit, per se, although parent input will be an integral part of program implementation. Nevertheless, this short span of involvement does afford ample opportunity to develop and implement a program that is designed to meet the needs of the parents.

In assessing the data on parent involvement, it is apparent that the challenge for JESI lies in focusing upon the role of the parent in the learning process and in responding to the implications of that linkage to student outcomes.

The first major assumption to which program objectives will be accomodated is that there is a relationship between parental attitudes towards the school and on student achievement, on student self-

confidence level, and on student tenure. In general, parent involvement decreases at the secondary level. Parents from all economic backgrounds feel a sense of alienation to the school system. However, in the case of parents from lower socioeconomic backgrounds--which comprise the largest populations of school leavers--the alienation is intensified. The school's systematic rejection of generations of poor parents is a tragedy of public education. One study of parents found that poor parents felt that the school did not recognize them as being able to make a contribution to their children's education and, more important, that if they insisted that they be involved in school activities, the school's personnel would retaliate by mistreating their children. The issue is not whether the intimidation by the school was actualized but that the parents perceived it to be a reality. It is to this profound sense of rejection of parents of high risk school leavers, a phenomena which viciously contributes to student's low academic achievement, to student's low self-confidence, and ultimately to the annual dropout rate, that JESI's parent involvement component unit will be addressed. Recognizing this need, therefore, the greatest contribution that JESI can make to the students, to the parents, and to the community is to first create a non-threatening, success-oriented climate for parents that will counter some of the past negative impressions and experiences they may have had from the

educational system. Activities will be centered around the reinforcement of the attitude that the program needs a parent partnership and this new relationship between the parent and the educational program can be enjoyable and fulfilling. Secondly, JESI recognizes that despite parents' short term in the project, a parent education program designed to increase parents' understanding of the impact of their attitudes and behavior on the students will have a long term effect on two levels. First, an improved self-awareness of the parent and the parent's perception of the son or daughter will have significant and immediate effect upon the relationship between the parent and the student. It is, therefore, reasonable to expect that such a program of parent education will be beneficial in terms of its vertical and horizontal diffusion effects on the student's siblings and on friends and acquaintances of parents. Thus the education gained through program participation will be disseminated through natural interaction, and although this process may be elusive and immeasurable in traditional scientific terms, it is from the knowledge of our human experience that this filtering effect, in the long run, will serve to reduce parent disillusionment towards education and thereby play a decisive preventative role in helping many more students survive the educational system.

General Objectives

1. To structure the program so that parents will be able to respond positively towards education and to displace the traditional sense of alienation with a desire to participate.
2. To support the concept of family responsibility in the student's education by encouraging parent's input into the development and implementation of the program.
3. To identify and provide for parents' needs as they relate to the education of their children.

Commentary on Selected Issues

There are a few aspects of Project JESI itself and the study described herein which should receive comment for further clarification and for consideration in future planning.

1. During the second year of the project, the work experience component of the program was supervised jointly by the site director and the educational coordinator, instead of by a job-conditioning counselor. This proved to be a positive aspect of the project during this stage of project development and contributed to the success of the program because both of these individuals were highly committed to and involved in the community.

However, as Project JESI expands and the staff and student body increase, the administrative responsibilities of these two staff

members will increase also, making it difficult for them to continue to be effective job counselors.

Recommendation: That a full-time job conditioning counselor and supervisor be employed.

2. Project JESI students were employed by the following companies: Thom McAn Shoes; Sears, Roebuck and Company; Chess King; Strathmore Paper Company; Milton Bradley; Package Machinery; Forbes and Wallace; Steiger's; Friendly Ice Cream; Holyoke Hospital; and the First National Bank in the following capacities: retail salespersons, bookkeepers, nurse's aides, telephone operators, clerk-typists, and bank tellers.

Recommendation: That close contact be maintained with these employers so that additional students may be placed with them in the future.

3. The "Kitty Today Show" provided an excellent opportunity for the exposure of Project JESI to the public.

Recommendation: That greater use be made of the local media to inform the public about Project JESI.

4. During the course of this investigation, forty students passed the GED examination. Two Black students took the test, but did not pass. This fact has some effect on the data contained in Table 3 and should be kept in mind when looking at it.

Recommendation: That the Student Personnel Services of Springfield School District be alerted to this possibility so that they can follow-up on these students who did not pass the GED examination. The student academic contract can then be renegotiated for the student to successfully complete this component.

5. The University as a fiscal agency complicated matters. All hiring and purchasing was channeled through the University. This meant that, at times, staff worked for months before getting paid. Bill collectors were incessant in demanding payments. It became increasingly difficult to keep up staff morale while working under these conditions. The University was confined to time consuming, bureaucratic red tape, whereas the community's demands were immediate. The University formulates its position oblivious to community demands. Unless the University is prepared to deal forthrightly and constructively with community demands, it should not get involved.

Recommendation: That the University readjust its funding policies so that they are congruent with its trend toward greater involvement in community service projects.

6. Project JESI staff found that their students were best motivated through positive recognition of successes as opposed to negative recognition of failures. Whenever possible, only positive reports on conduct and scholastic progress were given.

Recommendation: That such positive reward systems be utilized to a greater extent by secondary educators in public and alternative schools, and that program developers build this kind of reward system into their programs from the conceptual stage.

7. The teachers at Project JESI allowed the students to develop their own progress tests by submitting relevant questions on the material studies at the end of each week. They found this to be a most successful means of gathering material for constructing tests. The student was given his/her own questions as his/her final examination at the completion of the unit. The student was then evaluated on (1) the questions submitted, and (2) the ability, at the end of the course, to give thoughtful answers to his/her own questions. This method of testing removed the stigma of teacher-prepared "unfair" tests, and placed the burden of responsibility on the teacher to present the subject matter in such a way as to develop in the student the ability to ask important and relevant questions.

Recommendation: That more secondary educators and program developers consider utilizing this method of preparing tests.

Conclusion

From the point of view of the administration of the Springfield JESI Project, it might be said that JESI has been eminently successful

and that the basic objectives of the program were served.

Some fundamental insight into the dynamics by which this came about can be provided by reference to a fairly lengthy quotation from Robert Merton's Social Theory and Social Structure. He notes,

. . . the American culture lays enormous emphasis on money and power as a "success" goal legitimate for all members of that society. By no means alone in our inventory of cultural goals, it still remains among the most heavily endowed with positive affect and value. However, certain subgroups and certain ecological areas are notable for the relative absence of opportunity for achieving these (monetary and power) types of success. They constitute, in short, sub-populations where "the cultural emphasis upon pecuniary success has been absorbed, but where there is little access to conventional and legitimate means for attaining such success. The conventional occupational opportunities of persons in (such areas) are almost completely limited to manual labor, and its correlate, the prestige of white-collar work. It is clear that the result is a tendency to achieve these culturally approved objectives through whatever means are possible. These people are on the one hand, "asked to orient their conduct toward the prospect of accumulating wealth and power, and, on the other, they are largely denied effective opportunities to do so institutionally."

It is within this context of social structure that the political machine fulfills the basic functions of providing avenues of social mobility for the otherwise disadvantaged. Within this context, even the corrupt political machine and the racket "represent the triumph of amoral intelligence over morally prescribed 'failure' when the channels of vertical mobility are closed or narrowed in a society which places a high premium on economic affluence, power, and social ascent for all its members." As one sociologist has noted on the basis of several years of close observation in the slum area:

The sociologist who dismisses racket and political organizations as deviations from desirable standards thereby neglects some of the major elements of slum life. . . He does not discover the functions they perform for the members (of the groups in the slum). The Irish and later immigrant peoples have had the greatest difficulty in finding places for themselves in our

urban social and economic structure. Does anyone believe that the immigrants and their children could have achieved their present degree of social mobility without gaining control of the political organization of some of our largest cities? The same is true of the racket organization. Politics and rackets have furnished an important means of social mobility for individuals, who, because of ethnic background and low class position, are blocked from advancement in the "respectable" channels (37, pp. 279-280).

Similarly, the organization and operation of the JESI Project in Springfield, Massachusetts, provided an important innovative and legitimate alternative for "getting ahead." The initial impetus for this development came from the mandate set forth in the 1968 Vocational Education Amendment Act to provide "maximum feasible participation of the disadvantaged."

The relative success of the JESI Project seems to be linked with the degree to which we are able to maintain a mediator role, serving as an effective liaison between two alien, and sometimes suspicious, "worlds."

In summarizing the JESI Project, one must say that there is tremendous potential for beneficial effects in Springfield. Additional funds and a change of fiscal structure would breathe new life into the Project. That was one of the primary reasons for moving JESI toward incorporation.

The job market is narrow everywhere. JESI had to exert enormous effort for every job it secured but was able to place some students.

During the first cycle alone, twelve people were placed on jobs. According to a recent Manpower report which examined high schools across the country, a large majority of the youngsters graduating are not prepared to compete in the job market. It was recommended that high schools begin to look at alternatives for what they are now offering.

JESI can be one alternative in providing students with enough skills to enhance their chances of survival and to become viable participants in their communities.

APPENDIXES

Appendix A

Jobs, Education and Self Improvement

(JESI) Curriculum School Year 1972-73

PROJECT JESI
Curriculum Model

- I. Introduction and Commentary
- II. Educational Values and Environment (What Condition My Condition Is In)
 - a. Figure I
- III. Step by Step -- Curriculum Considerations
 1. Planning Determinants
 - a. Figure 2
 2. Curricular Content
 - a. Figure 3
 - b. Figure 4
 - c. Figure 5
 3. Sample Lessons
- IV. A Lerner-Centered Cycle Curriculum in Natural Science for Project JESI

Introduction

The environment in which the student is placed must be carefully constructed in order to take into account the different and motivating factors which affected his/her school-leaving. As a result, there has been a sustained effort at Project JESI to create a non-institutional setting. By removing many of the customary accouterments of schools, the full benefits of Hawthorne's theory can be exploited. Basically, we change the environment in order to remove certain psychological blocks, displacements, and symbolizations which the high school dropout associates with the formalized learning process. In Figure 1, an environmental contrast is drawn between public school and Project JESI. The implications of the ten-point comparison are largely contextural, but relate to the now axiomatic expression that the "medium is the message."

Figure 1

<u>PUBLIC SCHOOL</u>	<u>PROJECT J.E.S.I.</u>
1. Mandatory attendance	1. Voluntary attendance (self-initiated)
2. Complex codes of behavior	2. Simple code of behavior (student developed)
3. Rigid class schedule unilaterally enforced	3. Flexible class schedule selectively enforced
4. Competitive, graded classrooms	4. Non-competitive, non-graded classrooms
5. Inconsistent levels of teacher competency and classroom control (large staff)	5. More consistent levels of teacher competency and classroom control (small staff)
6. Formal and authoritarian interaction with students	6. Informal and non-authoritarian interaction with students
7. High pupil/teacher, pupil/counselor ratio	7. Low pupil/teacher, pupil/counselor ratio
8. Six-hour day	8. Three-four and a half hour day
9. Largely uni-racial/cultural staff	9. Largely multi-racial/cultural staff
10. Administrator-oriented, scheduling and decision-making largely professional input	10. Student-oriented, entire program designed around student input

Conclusively, we have demonstrated that a curriculum or the body of knowledge, skills, concepts and thought processes is simply the body or "content-stuff" of a much larger, and more important aspect of education; that is, the environment or context of the curriculum.

III. Step By Step -- Curriculum Considerations

1. Planning Determinants

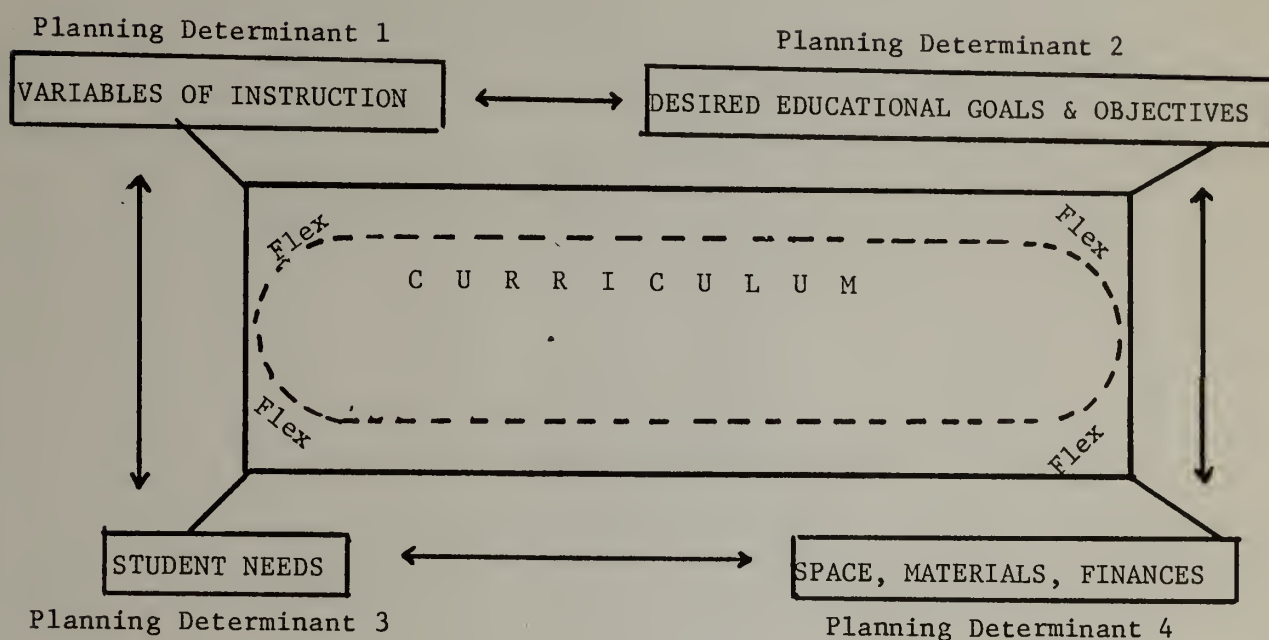
Curriculum is an amorphous term which has lost a great deal of its original meaning. The more prevalent theories seek to establish curriculum..."not as the course of study but as the experiences the children indeed have under the guidance of the school."² In the formation of a curricular model, it is necessary to formulate the existence of certain delineated points at which the model defines itself schematically. All structures are value-oriented and goal-enabling in the sense that curricular models are purposeful towards certain outcomes. Unfortunately, many models do not hold up because both input and expectation exceed model development. Each curriculum is limited in its efficiency to fulfill desirable goals if it is over-encumbered at any point.

The essence of the J.E.S.I. curricular model is the reduction of design to the simplest possible parts. Figure 2 represents the four

2. Hollis L. Caswell and Doak S. Campbell, Curriculum Development (New York)

axis of the model's orientation -- the "box" in which the curriculum is defined. Curricular flexibility occurs only within the confines delineated by the "planning determinants."

Figure 2



The positive determinants in the JESI curricular model as illustrated are:

1. Variables of Instruction -- an index of the major variables

of instruction include:

- a. Relative competency of instructor/facilitators in educative, interpersonal interactions as determined by apriori methods of teacher evaluation.
 - b. Relative degree of positive interaction between instructor/facilitators and the extent to which their individual methodologies coincide to increase learning opportunities.
 - c. Relative manner in which instructor/facilitators coordinate the consistent sequence of learning opportunities and derive maximum "opportunities for engagement" with available resources.
2. Desired Educational Goals and Objectives -- an index of the major variables of educational goals and objectives include:
- a. Comparison analysis between identified student objectives and enabling structures of curricular model.
 - b. Degree to which curricular goals and objectives reflect realistic outcomes and offer tangible rewards to learners in practical ways.
 - c. Degree in which identified goals and objectives can be efficiently related to other planning determinants.
3. Student Needs -- an index of the major variables of student needs include:

- a. Identification of expectations and experiences possessed by the learner prior to new learning opportunities.
 - b. The relative degree to which articulated learner needs is coincidental to planning opportunities.
 - c. The degree to which certain isolated needs are mutually-shared by a significant population of students.
4. Space, Materials and Finances -- an index of the major variables of space, materials and finances include:
- a. Ratio of available resources to desired number of students served.
 - b. Degree to which expenditures arithmetically decrease in cost per pupil.
 - c. Availability of continuous and consistent space and materials (e.g. finances) over an extended period of time as related to major curricular goals.

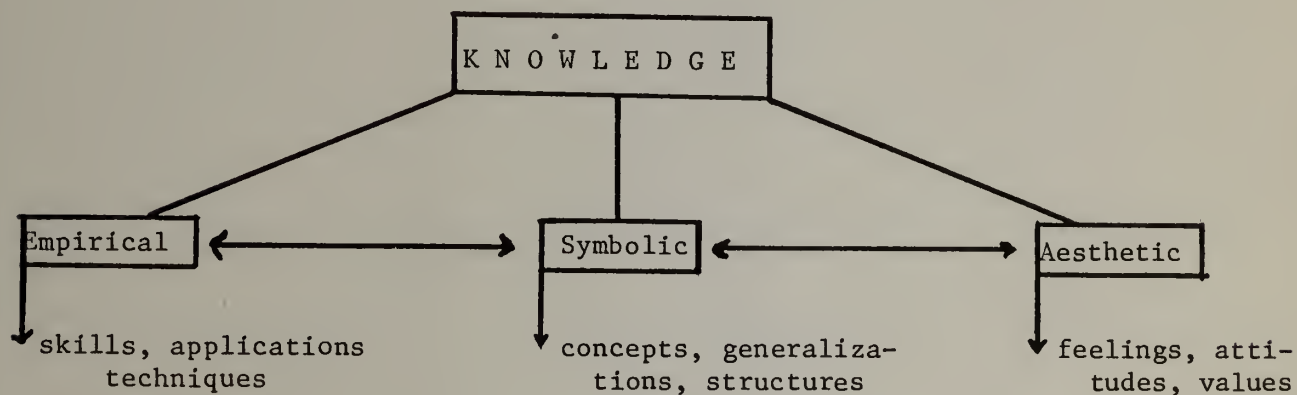
2. Curriculum Content

In the construction of the J.E.S.I. model, there was a clear focus for all of the content areas -- the General Equivalency Diploma. Although each state determines the particular "passing scores" for their G.E.D., it is generally assumed that a minimal passing average represents a statistical achievement based on a 20% index of failure. To put it another way, the G.E.D., if administered to 100 graduating high school seniors, would produce 20 seniors who failed the test. In Massachusetts,

applicants for the GED must achieve a standard score of 35 on each of the five selections and an average standard score of 45. In this way, test designers predict that successful applicants would fall within the average 80 seniors.

With the General Equivalency Diploma as a structuring element, individual content areas are reviewed and correlated as they relate to general skill areas. The following diagrammatic presentation reveals how certain principles are isolated within the model.

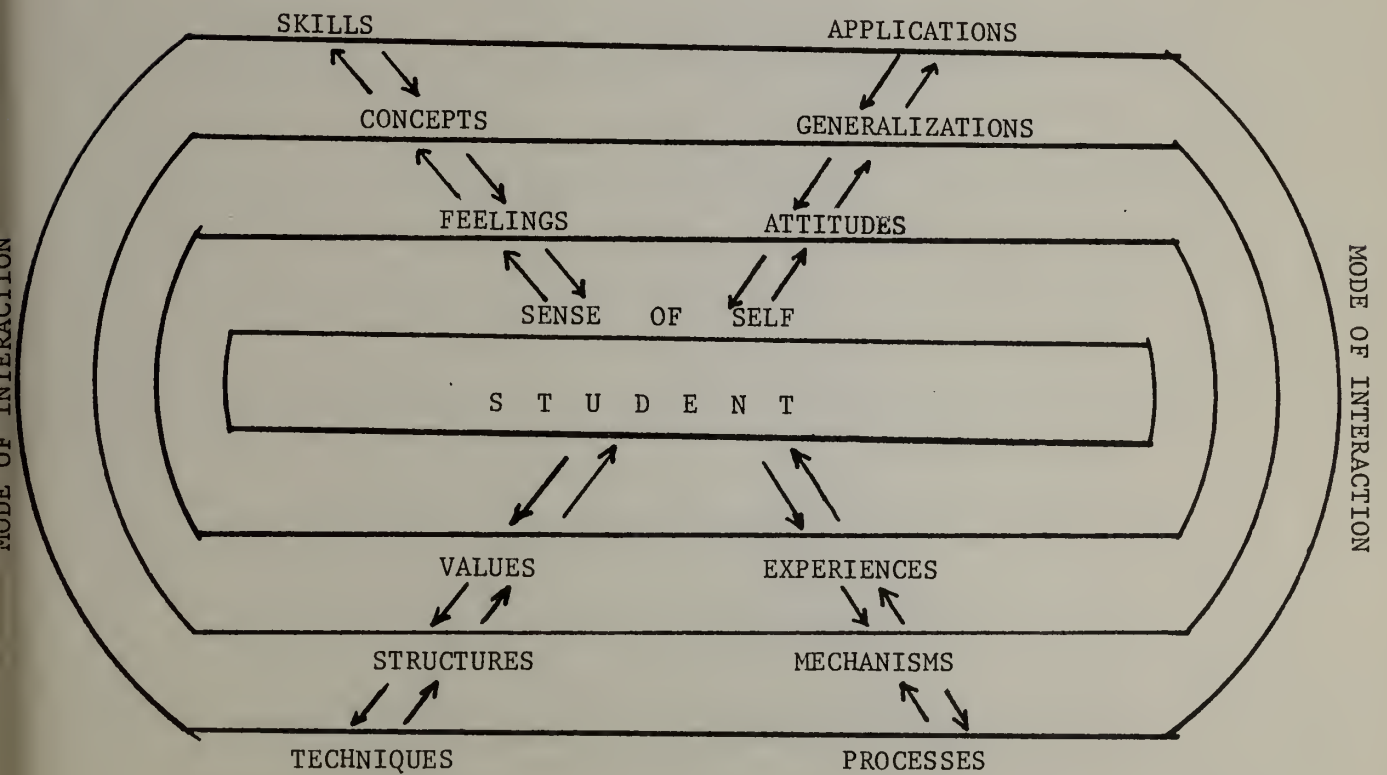
Figure 3



Our specific methods involve a process known as "centering." By beginning with an exploration of the students feelings, instructional methods precede from the individual student through organic, circular plans. For instance, a student is asked: "How do you feel about your family?" A

group discussion follows and is specifically oriented towards "owning" feelings. Rather than saying "Families should or I think that...", students are instructed to begin all statements with "I feel." Through the discussion, a community of shared feelings is developed. From this experience, writings, readings and related exercises develop, always returning or "centering" on the individual student. The emphasis becomes one that expresses the inter-relatedness of experiences and individuals and how individuals can use certain skills and understandings to focus on their individual needs.

Figure 4



In summary, the J.E.S.I. model asserts certain key principles in its design to provide educational opportunities for high school drop-outs.

1. The atmosphere or environment of the school is more important than the particular courses being taught.
2. The modes of interaction between instructors and students are more important than specific materials.
3. The overall organization and consistency of objectives is more important than the degree to which these objectives are consistently met.

The last portion of this curricular model displays sample lessons. The lessons illustrate the variety and kind of activities with which the model generates classroom interest. Also included is a separate module prepared by Mr. Stanley Kwong in the course of his work in instructing Biological Sciences.

SAMPLE LESSONS:

HISTORY

American History focuses on people and groups who have been ignored in traditional history courses. Various periods in history are studied from the points of view of these people and groups; i.e., the settling of New England from the point of view of the Puritan woman, Westward expansion as viewed by native Americans, industrialization through the eyes of the factory-worker. Past and present values are examined through role playing, values clarification exercises, and writing. G.E.D. practice is emphasized through the reading of articles, the studying of maps and charts, and vocabulary.

Example Unit (samples attached)

- a. reading "Geronimo: His Own Story," Christian vs. Indian creation, etc.
- b. reading of chapter 17 in Bury My Heart at Wounded Knee, "The Last of the Apache Chiefs"
- c. answering multiple choice questions related to chapter
- d. dramatizing a congressional hearing on the Indian question with students playing roles of actual native Americans and government people involved
- e. Indian maps

HISTORY

Module (Lesson Plan)

The Black Muslims

Objectives: To understand the work of the Black Muslims in the Black Movement; to differentiate between the Black Muslims and the Moslems of the Middle East (Orthodox Moslems); to understand some of the Muslims' beliefs and objectives; to understand the history of the Muslim Movement in America; to know some of the leading characters in the Muslims Society; to understand Muslims customs, practices and attitudes.

Pre-requisite: None

Pre-assessment: General knowledge.

Instructional activities: Classroom discussion, the newspaper Muhammed Speaks, The Autobiography of Malcolm X.

Post-assessment: Independent work.

HISTORY

Module

Role of Religion in Societies

Objectives: To understand the role religion has played in human societies; to understand the significant sociological role of religion; to better understand the Bible and some of its characters; to understand the role religion has played in the struggle of certain people; a more balanced and sensitive view of different religions.

Pre-requisite: None

Pre-assessment: General knowledge of religion, the Bible and different faiths.

Instructional activities: Classroom discussion, quotations from the Bible, the Koran, and Talmud.

Post-assessment: Classroom participation.

HISTORY

Module (Lesson Plan)

Myths in American History

Objectives: To de-mythologize certain aspects of American History;
to focus in on ethno-centrism in American society; to
present a clearer or more balanced perspective on America.

Pre-requisite: Common knowledge about certain historical events in
America.

Pre-assessment: None

Instructional activities: Classroom discussion, materials on subject.

Post-assessment: Classroom participation.

HISTORY

Module (Lesson Plan)

The Feminist Movement

Objectives: To understand the historical sociological work of women in society; to focalize on the discriminatory practice against females; to understand the implication of certain male-chauvanist terms.

Pre-requite: None

Pre-assessment: A knowledge or general understanding of women's liberation.

Instructional activities: Classroom discussion; books, articles, etc.

Post-assessment: Classroom participation.

SAMPLE LESSONS :

ENGLISH/LITERATURE

This class is for students who have a fairly good understanding of the language and are ready to apply their knowledge to more difficult pieces of literature. There are two basic aims of the course: one, to become familiar with literary terms and styles which will be on the G.E.D. and the other is a more long term goal of appreciating literature and understanding that a stuffy Victorian sonnet can be an African poem, an Indian lullabye, a Buddhist prayer, or even a not-so-stuffy Victorian sonnet.

The literature terms are given to the students periodically -- they are discussed and then used in exercises. Poetic and figurative language is studied in the context of actual poems -- and in the students' own writing.

Reading comprehension is practiced by way of short stories, essays, myths, and entire books. The work sheet here was used along with Search for the Free Land by Julius Lester which acquaints the students with G.E.D. format.

The English sections of the G.E.D. are probably the most culturally biased tests on the examination -- the student is expected to know the most minor shoulds and mights of the English language -- rules which more often than not muddy the process of learning to communicate meaningfully with self and others. The literature test is sprinkled with selections from the metaphysical poets, from Shakespeare, from the romantics, from everywhere except the lives of the children.

The learning experience of most J.E.S.I. students up to this point has been a question of tolerance -- and eventually intolerance -- and it is a supreme challenge to present the material in a manner which is palatable to both students and instructor. The most successful results are obtained when concentration is focused on one skill at a time and when that skill is placed in a context which the students will understand and enjoy.

The Remedial English class is for people who need extra help in the basic skills. The reading level of the students is fairly low, as is the understanding of the mechanisms of the language. The major goal of the course is to have the student become more comfortable with English -- to begin to see it in a way which is not alien to their lives, to not have English be the subject which they dislike the most.

Reading, punctuation, and vocabulary receive the most attention. They are approached first from a technical, straight-forward manner, and then put to use in a more human way.

Many readings come from the Voices From the Bottom and Selections From the Black series which are writings about and by "third world" people. Each excerpt is followed by questions -- the students usually read and do the questions by themselves and then we go over them together.

Since many of the students are non-native speakers of English, a lot of vocabulary work is broken down into roots, prefixes, and suffixes so

of vocabulary work is broken down into roots, prefixes, and suffixes so that big or unfamiliar words will not be so intimidating.

Punctuation is approached one rule at a time. It is thoroughly gone over by way of a sheet which explains its uses, and then the rule is applied to actual pieces of writing. Once the practice sheet is punctuated, it usually opens a discussion in itself.

Literature stresses vocabulary, writing, reading, and speaking. Students in this course are assumed to have mastered the basic skills. These skills are reviewed from time to time and exercises from the G.E.D. handbook are used. Literature terms on the G.E.D. are stressed and put into practice. A wide range of short stories, poetry, and drama is covered, trying to bring together some of the ideas of various authors, i.e., along with "The Crucible," we read "Young Goodman Brown" and the "Maypole of Merrymount."

VOCABULARY

Day #1 - Students look up words and use in sentence.

Day #2 - Quiz on spelling and meaning.

ENGLISH

Module

Effectiveness of Expression

Objectives: To develop the ability to spell correctly; to understand the difference in word usage.

Pre-requisite: An understanding of vocabulary (definition of words) and usage.

Pre-assessment: Review of previous day lesson.

Instructional activities: Material on spelling and vocabulary; class discussion.

Post-assessment: Classroom participation, question and answer session.

Remedial English stresses basic skills, mainly in vocabulary and punctuation. A lot of attention is given to reading, the major source of material being Voices from the Bottom and Selections from the Black, current issues. Dictionary use, word origins, and reading aloud are stressed.

Punctuation lessons are short -- rule followed by practice sheets.

SAMPLE LESSONS:

SCIENCE

SCIENCE

The conceptual themes of this course are:

1. On the Nature of Things
2. The Basics of Life
3. The Human Body
4. The Biological Roots of Behavior
5. Introduction to Physical Science

Part I - "On the Nature of Things"

This part deals with the basic concepts fundamental to the study of science:

1. matter
2. atoms and molecules
3. the phases of matter - gas, liquid, solid
4. light
5. energy

Part II - "The Basics of Life"

The second part shifts the orientation to biology. It is a consideration of what biology is about.

1. life from life
2. basic structure and functions
3. the physiology and reproduction of cells

4. living chemistry
5. virus and bacterias
6. photosynthesis
7. the trend toward complexity

Part III - "The Human Body"

A study of the structure and function of the human body.

1. the human skeletal and muscular system
2. digestion and absorption
3. respiration and circulation
4. excretion and elimination of man
5. the nervous system
6. the sense organs

Part IV - "The Biological Roots of Behavior"

An introduction to the behavior in higher animals.

1. reflexes
2. instincts
3. intelligence
4. Pavlov's experiment
5. Skinner's experiment
6. identity - Erickson's theory

Part V - "Introduction to Physical Science"

The major topics of this part are:

1. the atomic structure of elements and molecules
2. the conversion of energy from one to another
3. the continuous interaction of energy and matter
4. chemical and physical reactions
5. nature of waves
6. time, speed, and distance -- relationships of objects in motion

Also, in order to prepare the students for the G.E.D., the following tests are also administered and later go over with the students:

1. natural science
2. interpretation of diagrams
3. biology 1
4. biology 2
5. interpretation of reading materials in the natural science 1
6. interpretation of reading materials in the natural science 2
7. mathematics and science

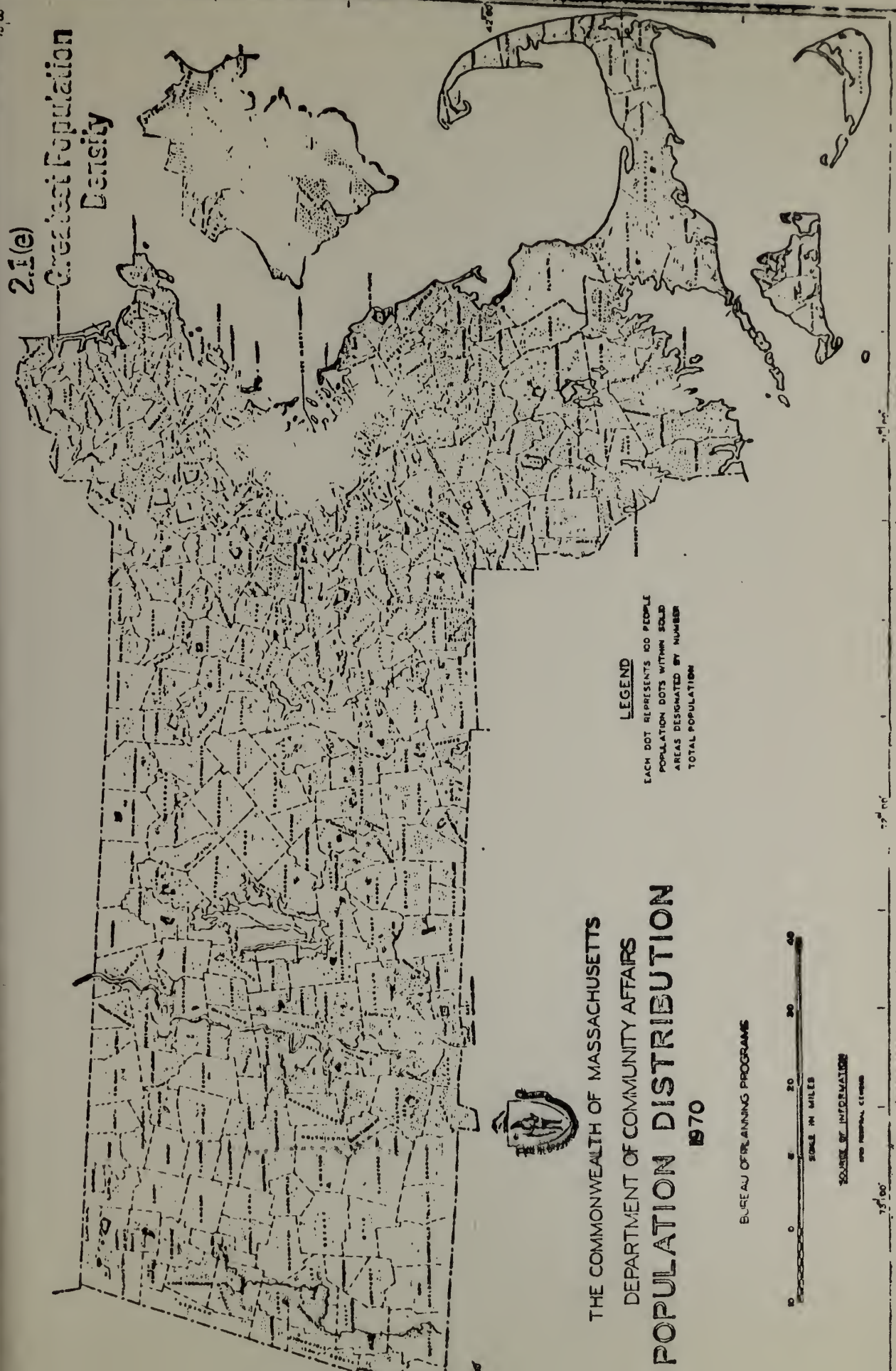
Appendix B

Exhibits Utilized in the Study

1. Model City Project Area
2. Commonwealth of Massachusetts, Population Distribution, 1970
3. Area Trends of Unemployment
4. School Dropouts 1971-1972
5. Annotated Teacher Record
6. Memo: Student Conduct
7. Progression of Student through Site in Project JESI
8. Referral Agencies, School Systems
9. Project JESI Student Agreement
10. Enrollee Form; Opinion of Cooperative Work Experiences
11. Student Self Evaluation Work Experience Form
12. Parent Program Assessment Survey
13. Work Experience Form
14. Bureau of the Census Statistics, 1970, Springfield City



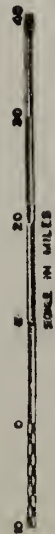
2.1(e)
Greatest Population
Density



LEGEND
EACH DOT REPRESENTS 100 PEOPLE
POPULATION DOTS WITHIN SOLID
AREAS DESIGNATED BY NUMBER
TOTAL POPULATION

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF COMMUNITY AFFAIRS
POPULATION DISTRIBUTION
1970

BUREAU OF PLANNING PROGRAMS



SOURCE OF INFORMATION
AND MATERIALS CITED

1970

2.1 (b) High Rates of Unemployment

VERMONT

NEW

HAMPSHIRE

CONNECTICUT

RHODE

ISLAND

Legend:

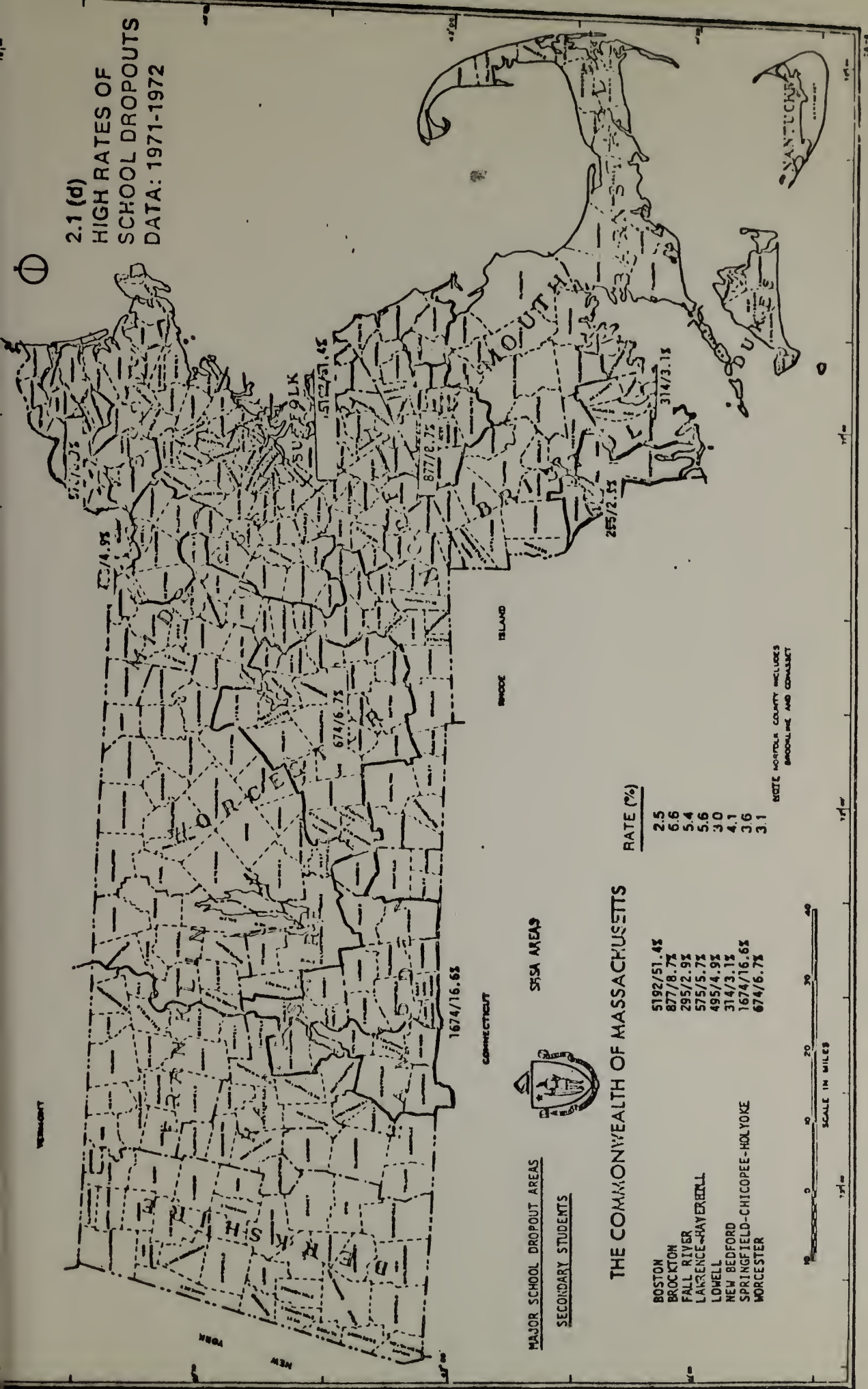
Substantial Unemployment (1.)

Persistent Unemployment (2.)

(Date Source: Area trends in employment and unemployment, December, 1972)

1. Unemployment anticipated over 6% for next 2 months.
2. Unemployment Avg. 6% or more and at least 50% above National average for 3 of preceding 4 years.

2.1 (d)
HIGH RATES OF
SCHOOL DROPOUTS
DATA: 1971-1972

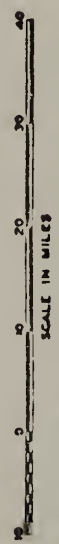


THE COMMONWEALTH OF MASSACHUSETTS

MAJOR SCHOOL DROPOUT AREAS	SFSA AREAS	RATE (%)
BOSTON	5192/51.4%	2.5
BROCKTON	877/8.7%	6.6
FALL RIVER	295/2.9%	5.4
LAKELAND-HAYWARD	575/5.7%	5.6
LOWELL	495/4.9%	3.0
NEW BEDFORD	314/3.1%	4.1
SPRINGFIELD-CHICOPEE-HOYOKE	1674/16.6%	3.6
WORCESTER	674/6.7%	3.1



MAJOR SCHOOL DROPOUT AREAS
SECONDARY STUDENTS



NOTE: NANTUCKET COUNTY INCLUDES
BARNSTABLE AND CUMMISSET

ANNOTATED TEACHER RECORD

Date:

Teacher:

Student:

Subject:

ATTENDANCE:

GOOD

☐

FAIR

☐

POOR

☐

Commentary

PERFORMANCE:

GOOD

☐

FAIR

☐

POOR

☐

Commentary

ATTITUDE:

PROBLEMS (if any):



The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

SCHOOL OF EDUCATION

MEMO TO: ALL J.E.S.I. Students

The staff of Project J.E.S.I. wants to make sure that everyone is aware of our feelings about the responsibilities that students have towards themselves and to everyone in the J.E.S.I. community.

1. No intoxication or drug abuse on site:

A person who is high on drugs or alcohol is not himself. The staff does not condone the use of chemicals, especially when they may interfere with a student's ability to learn. If you find yourself getting involved with drugs or alcohol, please talk it over with a staff member.

If you are asked to leave the site because of being high, we will ask you to think about what is really important in your life, and especially, whether J.E.S.I. is where you want to be.

2. No hassling or fighting:

Everyone has their problems and their pressures. We really don't need to give each other a hard time about anything. Part of getting yourself together involves learning how to get along with other people. If you feel uncomfortable or uptight in someone's presence, see one of the counselors about it.

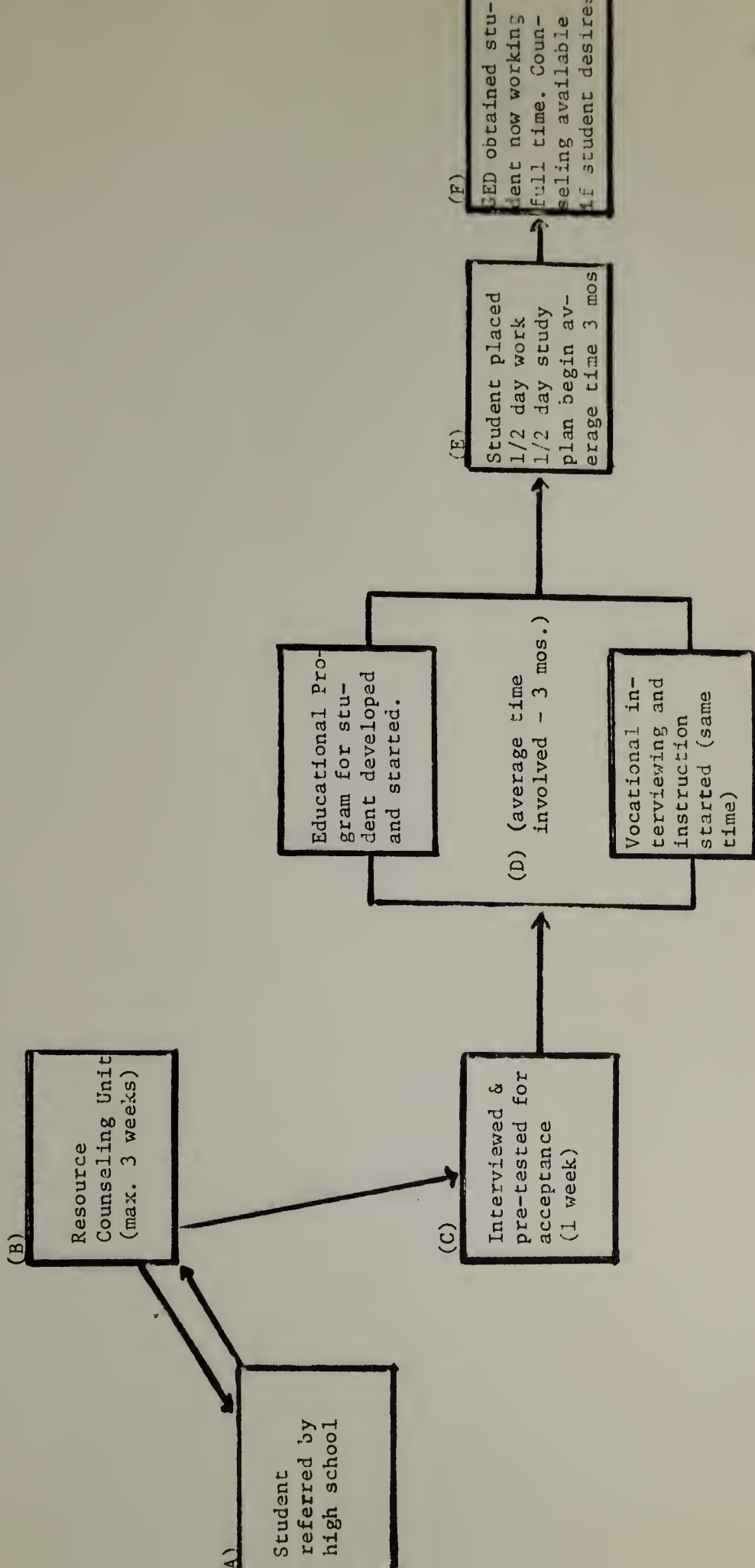
If you are asked to leave the site on a particular day because of a personal hassle, it will be up to you to give thought and consideration to your actions and to see the Director and staff about readmittance to the program.

3. Attendance and interest in the program:

It is pretty easy to see who is really interested and who is not. We do not expect miracles, but we do think that regular attendance, interest in classes, and honesty are things that students need to show -- the staff cannot supply them.

Usually, we will speak to you and give you the opportunity to improve on your attendance. However, repeated lack of interest is grounds to ask a student to reconsider their status at J.E.S.I.

PROGRESSION OF STUDENTS THROUGH SITES IN PROJECT JESI



Appendix: Exhibit 8

REFERRAL AGENCIES

Urban League

Division of Employment Security (DES)

M.D.T.A.

Downey Side

Springfield Court Research Project

Welfare Department

Dunbar Community Center

Youth Opportunity Center

SCHOOL SYSTEMS

Springfield School System (Technical, Commerce, Classical, Trade)

Agawam Senior High School

West Springfield High School

Westfield High School, Westfield, Massachusetts

Palmer High School, Palmer, Massachusetts

Holyoke Public Schools, Holyoke, Massachusetts

PROJECT JESI

AGREEMENT

- (A.) Each student is not bound by any dress code. (Due to health codes, foot wear is required.)
- (B.) Each student agrees not to use drugs and/or alcoholic beverages in/or around the center (JESI) during project hours.
- (C.) Each student will be expected to attend all classes, all counseling sessions and other JESI activities unless circumstances make it impossible.
- (D.) Each student agrees to call JESI upon quitting his or her job.

In Return:

JESI will provide counseling services on a one to one basis with the understanding of utmost confidence. Individuals can have counseling at anytime or anyplace when needed.

JESI will try to find employment for the individual student, according to his or her particular interest and ability.

JESI will provide academic support designed to sharpen academic skills and will provide flexible and individual learning situations toward the achievement of high school equivalency where desired.

HEAD COUNSELOR

DATE

STUDENT

University of Massachusetts
School of Education
J.E.S.I. Project

ENROLLEE FORM - Modified form developed jointly
by U. S. Department of Labor
and the Wakoff Research Center

Name _____

JESI Work Experience Position _____

Date Completed G.E.D. _____

Average Standard Scores _____ Form _____

Test 1	_____	4	_____
2	_____	5	_____
3	_____		_____

1. Age at last birthday. _____ years

2. Where were you born? I want you to answer this question in a special way. I have a list of alternatives. Let's pick the one that applies to you. (Circle one number.)

Springfield	-----	1
State of Massachusetts (outside of Springfield)	-----	2
Southern States	-----	3
Other U. S. States	-----	4
Puerto Rico	-----	5
Other	-----	6

3. Ethnic group (circle one number).

Black	-----	1
Asian American	-----	2
Spanish Speaking	-----	3
White	-----	4
Other	-----	5

4. Highest grade completed before dropping out of school.
(Circle one number.)

01 02 03 04 05 06 07 08 09 10 11 12

5. If grade 10 or higher, what high school program were you in?
(Circle one number.)

Academic	-----	1
General	-----	2
Commercial	-----	3
Vocational	-----	4

6. Which man who you know personally such as your father, brother, uncle, teacher, or close friend has most influenced your job plans? (Circle one number.)

Father -----	1
Stepfather -----	2
Grandfather -----	3
Brother and other male siblings -----	4
Uncle -----	5
Cousin -----	6
Friend -----	7
Agency worker -----	8
Teacher -----	9
Other -----	10

If "other" please specify the man by relationship or title if not one of the above. _____

7. What is the principal occupation of the male influence you named in question #6? (Circle one number.)

Clerical -----	1
Sales clerk -----	2
Food processing and service -----	3
Protective services -----	4
Indoor cleaning and maintenance -----	5
Outdoor cleaning -----	6
Machine trades (include factory machine operator) -----	7
Structural trades (bricklayer, carpenter, etc.) -----	8
Repair trades -----	9
Miscellaneous trades -----	10
Warehouse storage -----	11
Horticulture -----	12
Managerial -----	13
Professional (teacher, doctor, lawyer) -----	14
Vehicle driver -----	15
Other -----	16

Please specify the occupation if none of the above. _____

8. Which woman who you know personally such as your mother, sister, aunt or close friend has most influenced your job plans? (Circle one number.)

Mother -----	1
Stepmother -----	2
Grandmother -----	3
Sister and other female siblings -----	4
Aunt -----	5
Cousin -----	6
Friend -----	7
Agency worker -----	8
Teacher -----	9
Other -----	10

If "other," please specify the woman by relationship or title if not one of the above. _____

9. What is the principal occupation of the female influence you named in question #8? (Circle one number.)

Clerical -----	1
Sales clerk -----	2
Food processing and service -----	3
Protective services -----	4
Indoor cleaning and maintenance -----	5
Outdoor cleaning and maintenance -----	6
Machine trades (include factory machine operator) -----	7
Structural trades (bricklayer, carpenter, etc.) -----	8
Repair trades -----	9
Miscellaneous trades -----	10
Warehouse storage -----	11
Horticulture -----	12
Managerial -----	13
Professional (doctor, lawyer, teacher) -----	14
Vehicle driver -----	15
Other -----	16

Please specify the occupation if none of the above.

10. What kind of plans do you have when you leave JESI? (Circle one number.)

Look for a job -----	1
Enter the military -----	2
Go to Community College -----	3
Go to University or State College -----	4
Seek further vocational training (MDTA, etc.) -----	5
No plans -----	6

11. If you have circled "1" or "2" in question #10 above, please specify the specific job you hope to find. For example, if you want to enter the military, what kind of job do you hope to get? Radar man? Infantry man? etc. Please be as specific as you can.
-
-

12. If you have circled "1" or "2" in question #10 above, do you consider the job you are seeking to be skilled or unskilled? (Please circle one number.)

Skilled -----	1
Unskilled -----	2

13. What is the most likely source of job leads for you?
(Circle one number.)

Military recruiter ----- 1
 Employment Agency ----- 2
 Newspaper ads ----- 3
 Massachusetts Division of Employment Security ----- 4
 JESI referral ----- 5
 Friend ----- 6
 Parent or relative ----- 7
 Public agency referral ----- 8
 Unions ----- 9
 Go directly to an employer ----- 10
 Other ----- 11
 If "other," please specify. _____

Now I am going to ask some questions which need to be answered in a different way. I want you to use the categories on this form. Sometimes you will want to answer definitely yes or definitely no, but sometimes you will have mixed feelings, and will want to answer mostly yes or mostly no.

Definitely yes = 1
 Mostly yes = 2
 Mostly no = 3
 Definitely no = 4

14. a. Have you had experience in the JESI Program that will help you in finding a job -----
 b. Have you had experience before you entered the JESI program that will help you in finding a job -----

15. What aspect of the Project JESI is most helpful? (Circle one number.)

Job orientation (explains what the job is about - what the job calls for) ----- 1
 Counseling (talks about your problems) ----- 2
 GED Preparation ----- 3
 Work experience ----- 4
 Specify _____

16. In which place did you receive the most valuable job training?
(Circle one number.)

JESI ----- 1
 Academic School ----- 2
 Vocational School ----- 3
 Other ----- 4
 Specify _____

Definitely yes = 1
 Mostly yes = 2
 Mostly no = 3
 Definitely no = 4

17. What in JESI training is helpful in finding a job?

- a. Practice in reading and interpreting ads -----
 - b. Practice in reading and interpreting job opportunity
bulletins -----
 - c. Preparation for making appointments -----
 - d. Preparation of personal data -- references, work
history, educational background -----
 - e. Preparation for filling out employment application
forms -----
 - f. Preparation for tests -----
 - g. Other -----
- Specify _____

18. What is likely to make it difficult for you to get a job?
 Specify _____

What about:

- a. Racial prejudice -----
- b. Suppose the boss wants females, not males for job
(sexual prejudice) -----
- c. Will lack of education prevent you from getting a
job -----
- d. Lack of experience -----
- e. Lack of technical skill -----
- f. Poor work habits -----
- g. Personal appearance (includes hair styles, clothes
and general physical appearance) -----
- h. How about your feelings toward bosses, supervisors,
foremen? -----

Would any of these prevent you from getting a job:

- a. Jail, prison or reformatory record -----
- b. Arrest record -----
- c. Probation record -----
- d. Juvenile Court record -----

19. If you are employed, what do you like most about your job?
(Circle one number.)

Relationships with fellow workers ----- 1
 Relationships with supervisors ----- 2
 The amount of money ----- 3
 Work activity itself ----- 4
 The chance to develop your skills ----- 5
 Nothing ----- 6
 Other ----- 7
 Specify _____

20. If you are employed, what do you like least about your job?
(Circle one number.)

Relationships with fellow workers ----- 1
 Relationships with supervisors ----- 2
 The amount of money ----- 3
 Work activity itself ----- 4
 The chance to develop your skills ----- 5
 Nothing ----- 6
 Other ----- 7
 Specify _____

21. How often can you be absent from your job without being fired?
(Circle one number.)

Rarely but not once a month ----- 1
 Once a month ----- 2
 Once a week ----- 3
 More than once a week ----- 4
 Never ----- 5

22. Are you more likely to be fired if you are usually absent on
the same day of the week? -----

23. To an employer, what are acceptable excuses for absence or
lateness?

a. Personal illness (mild) -----
 b. Personal illness (more severe) -----
 c. Family illness (mild) -----
 d. Family illness (more severe) -----
 e. Death in the family -----
 f. Difficulty in travel -----
 g. Shouldn't make an excuse -----
 h. Other, specify -----

24. If not employed, what kind of clothes do you think you should wear when you are looking for a job? (Circle one number.)

Suit and tie ----- 1
 Shirt and tie ----- 2
 Sport shirt, slacks, shoes ----- 3
 Sweat shirt (denim shirt), levis (dungarees), sneakers ----- 4
 Blue collar work clothing ----- 5
 Uniform ----- 6
 It doesn't matter, whatever you want to wear ----- 7
 Other, specify ----- 8

25. If a worker tries to get an advance of salary (pay before it is due) will this (circle one number):

Surely get him fired ----- 1
 Probably get him fired ----- 2
 Make holding his job less certain ----- 3
 Not affect his job if there is a good reason for him to use it ----- 4
 Will not affect holding or losing his job in any case ----- 5

26. If a worker smokes pot away from the job and the boss finds out about it, will this (circle one number);

Surely get him fired ----- 1
 Probably get him fired ----- 2
 Make holding his job less certain ----- 3
 Not affect his job if there is a good reason for him to use it ----- 4
 Will not affect holding or losing his job in any case ----- 5

27. If a worker uses "speed pills" such as benzedrine, dexedrine, etc., away from the job and the boss finds out about it, will this (circle one number):

Surely get him fired ----- 1
 Probably get him fired ----- 2
 Make holding his job less certain ----- 3
 Not affect his job if there is a good reason for him to use it ----- 4
 Will not affect him in any case ----- 5

28. If a worker uses heroin away from the job and the boss finds out about it, will this (circle one number):

Surely get him fired ----- 1
 Probably get him fired ----- 2
 Make holding his job less certain ----- 3
 Not affect his job if there is a good reason ----- 4
 Will not affect him in any case ----- 5

29. If a worker gets caught stealing while he is away from work, will this (circle one number):

Surely get him fired ----- 1
 Probably get him fired ----- 2
 Make holding his job less certain ----- 3
 Not affect his job if there is good reason ----- 4
 Will not affect him in any case ----- 5

30. Before your future boss hires you, what is the most important method that the boss would use to find out about lateness, absence, or the other things we've just been talking about? (Circle one number.)

Personal references (not necessarily employers) ----- 1
 Coming on time to interview ----- 2
 Reports of previous employers on performance ----- 3
 Boss will ask questions about travel arrangements, getting up on time ----- 4
 Hire me and watch what I do ----- 5
 Other, specify ----- 6
 No idea ----- 7

31. The boss has hired other people to work in the place where you will be working. What is the most important thing the boss is going to require in terms of your getting along with those people? (Circle one number.)

Cooperating in the work ----- 1
 Being friendly but not letting this interfere with work ----- 2
 Not let negative personal feelings and actions interfere with other people on the job (eg. fighting) ----- 3

32. Before the boss hires you, what is the most important method the boss will use to find out how you get along with other workers? (Circle one number.)

Personal references (not necessarily employers) ----- 1
 Reports from employers on previous performances ----- 2
 Observe your interview behavior ----- 3
 Hire me and watch what I do ----- 4
 Other, specify ----- 5
 No idea ----- 6

33. There are supervisors on the job. What is the most important thing the boss is going to require from you with regard to them? (Circle one number.)

Follow orders ----- 1
 Be polite to them ----- 2
 Go to them for help with work problems ----- 3
 Learn from them when they teach you ----- 4
 Go to them with social and personal problems at work ----- 5
 Other, specify ----- 6
 No idea ----- 7

34. Before he hires you, what is the most important method the boss will use to find out about the way you will get along with supervisors? (Circle one number.)

Personal references (not necessarily employers) ----- 1
 Reports of previous employers on performances ----- 2
 Observe your interview behavior ----- 3
 Hire me and watch what I do ----- 4
 Other, specify ----- 5
 No idea ----- 6

35. What are some of the values you will get from a job?

a. Money -----
 b. I'll enjoy the work itself -----
 c. I'll enjoy working with the people -----
 d. I'll learn how to handle tools and equipment and operate on the job -----
 e. I'll learn how to get along with people -----
 f. It's a permanent, steady job -----
 g. It gives me prestige -----
 h. There's a chance to advance -----
 i. Freedom to work as I wish -----
 j. There are fringe benefits -----
 k. Other, specify -----

36. How will you find out about what you will get from a job?

a. Ask other people before I take the job -----
 b. Ask people working at the place before I take the job -----
 c. Ask the boss before I take the job -----
 d. Take the job and find out when things happen -----
 e. Take the job and take active steps to find out (personnel manual reading) -----
 f. Other, specify -----
 g. Talk to JESI counselor -----

37. Why does the boss offer benefits to you?

- a. To get people to work -----
- b. He is competing with other bosses -----
- c. He wants to be nice -----
- d. No idea -----
- e. Because of union or legal residents -----
- f. Other, specify -----

38. Would it hurt the boss if a worker:

- a. Were not as skillful as the boss anticipated -----
- b. Did not show up at all after he said he would take
the job -----
- c. Were late more than the boss thought he would be -----
- d. Were absent more than the boss thought he would be -----
- e. Smoked pot -----
- f. Used heroin -----
- g. Dressed sloppily -----
- h. Had trouble managing money -----
- i. Got caught stealing away from the job -----
- j. Didn't get along with fellow workers -----
- k. Didn't get along with supervisors -----
- l. Weren't happy with the pay and benefits -----
- m. Needed someone to watch him to make sure he kept working -----
- n. Were slow at learning the job -----
- o. Were a slow but steady worker after he had learned -----

You have gone through a lengthy survey. Perhaps there is something important that I've missed. Is there information I haven't asked for that from your experience, from your point of view would help the JESI Project do a better job?

Thank you.

Appendix: Exhibit 11

JESI PROJECT
University of Massachusetts
School of Education

STUDENT SELF EVALUATION WORK EXPERIENCE FORM

NAME: _____ Job Station: _____

(Please rate yourself by placing an X in the space below each description which, in your judgement, most nearly describes you.)
The measurement scale of 1 to 8 would indicate 4 or 5 being average.

Quality: Consider thoroughness and accuracy of work (performing).

Production: Consider the volume of work completed under normal conditions; ability to produce consistently.

Judgement: Consider your concern for organization of work area, judgement in the use of supplies and equipment. Uses good judgement in carrying out assigned responsibilities.

Attendance: Consider your record for being on the job as scheduled. (Consider last six weeks only)

1	2	3	4	5	6	7	8
Below average		Acceptable		Good quality		Displays high degree of skill	
Below average		Acceptable		Often exceeds requirement		Constantly exceeds requirements	
Below expected		You show concern and indicate acceptable judgement		Show good judgement		Demonstrate excellent judgement	
Late or absent without reason (5 or more)*		(3 or 4) absences		Seldom late or absent (1 or 2)		Never late or absent	

more than 5 absences, please indicate number of days absent _____

5. Attitude: Consider the interest you take in your job; loyalty to company; your own conduct; and progress.

6. Co-operation: Consider your ability to work with others.

7. Dependability: Consider ability to work without constant supervision

8. Appearance: Consider grooming and attire. (Please comment below)

9. Public contact: Consider your ability to maintain favorable customer relations. (If applicable)

1	2	3	4	5	6	7	8
Little interest		Some interest in job		Considerable interest in job		Keen interest in job, company, and self	
Poor attitude		Acceptable		Good team worker		Excellent relationship with others	
Fair		Acceptable		Good impression		Excellent impression	
Needs attention		Acceptable		Good impression		Excellent impression	
Sometimes creates ill will		Acceptable		Makes favorable impression		Exceptional ability in working with the public	

Comments: _____

Appendix: Exhibit 12

JESI Project
University of Massachusetts
School of Education

PARENTS PROGRAM ASSESSMENT SURVEY

Name _____

Address _____

Name of Student _____

I would like to ask for your cooperation in answering a few short questions about the JESI Project. Your answers will be used to assess and to improve the project. You will not be identified by name. I would like to ask a series of questions about how you feel about the JESI Project. Please try to answer as frankly as you can since I need your honest opinion.

1. Do you want your child to receive a vocational or job-skilled education? Yes _____ No _____
2. Are you satisfied with the education your child is receiving through the JESI Project? Yes _____ No _____
3. Do you believe that the JESI Project is the best educational program available for your child? Yes _____ No _____
4. Does your child believe that the JESI Project is the best educational program available to him/her? Yes _____ No _____
5. Has the JESI Project done a good job in providing a useful vocational education for your child? Yes _____ No _____
6. Is your child learning more in the JESI Project than he/she did in the previous course of study that he/she was involved in the public school? Yes _____ No _____
7. Has your child expressed any sense of accomplishment in developing academic and vocational skills as a result of his/her participation in the JESI Project? Yes _____ No _____
8. Has your son/daughter's interest in his/her education and the world of work improved as he/she became involved with the JESI Project? Yes _____ No _____

9. Has being in the JESI Project improved your son/daughter's opinion of himself/herself? Yes _____ No _____
10. Has being in the JESI Project improved your son/daughter's self confidence? Yes _____ No _____
11. Has your son/daughter improved in any other ways after he/she became actively involved in the JESI Project? Yes _____ No _____
- (Please explain.) _____
- _____
- _____
12. Have you any criticisms or suggestions for the JESI Project? Yes _____ No _____
- (Please explain.) _____
- _____
- _____
13. Please tell me briefly what you would like to change about the JESI Project?
- _____
- _____
- _____
- _____
- _____

JESI PROJECT
University of Massachusetts
School of Education

WORK EXPERIENCE FORM

Student _____ Job Station _____

(Please rate the student-employee by placing an X in the space above each description which, in your judgement, most nearly describes him.)
The measurement scale of 1 to 8 would indicate 4 or 5 as being average.

Quality: Consider thoroughness and accuracy of work.

Production: Consider the volume of work completed under normal conditions: ability to produce consistently.

Judgement: Consider his/her concern for organization of work area, judgement in use of supplies and equipment. Uses good judgement in carrying out assigned responsibilities.

Attendance: Consider his/her record for being on the job as scheduled. (Consider last six weeks only)

1	2	3	4	5	6	7	8
Below average		Acceptable		Good quality		Displays high degree of skill	
Below average		Acceptable		Often exceeds requirements		Constantly exceeds requirements	
Below expected		Student shows concern and indicates acceptable judgement		Shows good judgement		Demonstrates excellent judgement	
Late or absent without reason (5 or more)*		(3 or 4) absences		Seldom late or absent (1 or 2)		Never late or absent	

*If more than 5 absences, please indicate number of days absent _____

Attitude: Consider the interest he takes in his job; loyalty to company; his own conduct; and progress

Co-Operation: Consider his ability to work with others.

Dependability: Consider ability to work without constant supervision.

Appearance: Consider grooming and attire (Please comment below)

Public Contact: Consider his ability to maintain favorable customer relations. (If applicable)

1	2	3	4	5	6	7	8
Little interest		Some interest in job		Considerable interest in job		Keen interest in job, company, and own	
Poor attitude		Acceptable		Good team worker		Excellent relationship with others	
Fair		Acceptable		Good impression		Excellent impression	
Needs attention		Acceptable		Good impression		Excellent impression	
Sometimes creates ill will		Acceptable		Makes favorable impression		Exceptional ability in working with the public	

Supervisor's Signature _____

General Comments; _____

EXHIBIT 14

SPRINGFIELD CITY 1970 BUREAU OF THE CENSUS STATISTICS

<u>Total Population</u>	-----	163,916
Percent Foreign born	-----	9.0%
Percent Native of born or mixed parentage	-----	23.5%
Persons five years and over percent migrant	-----	8.7%
Persons 14-17 years percent in school	-----	93.8%
Percent who completed 4 years of high school or more	-----	50.7%

Males 16-21 years old not attending school

Total	-----	2,835
Not high school graduates	-----	1,570
Percent of all males 16-21 years, old	-----	17.6%
Employed or in Armed Service	-----	997
Unemployed or not in labor force	-----	573
High school graduates	-----	1,265
Employed or in Armed Services	-----	988
Unemployed or not in labor force	-----	277

Income less than poverty level

Families	-----	3,901
Percent of all families	-----	9.6%
Mean family income	-----	\$2,035
Percent receiving public assistance	-----	38.9%
Mean family size	-----	3.73
With related children under 18	-----	2,863
Families with female head	-----	2,065

Black population

Total	-----20,615
School enrolled	-----7,142
High school	-----1,361
Percent 16-17 years old enrolled	-----83.3%
Percent 18-19 years old enrolled	-----46.6%
Median school years completed	-----11.5
Percent high school graduate	-----45.0%

Spanish speaking

Total	-----5,456
School enrolled	-----1,942
High school enrolled	-----283
Percent 16-17 years enrolled	-----63.8%
Percent 18-19 years enrolled	-----27.3%
Median school years completed	-----7.7
Percent high school graduates	-----23.8%

U. S. Department of Commerce. Social and Economic Characteristics,
Massachusetts PC(1) - C23, April 1972.

Appendix C

EXHIBITS RELATIVE TO THE STUDY

1. Student Application
2. Student Interview Record
3. Follow-up Job Interview Form
4. Student Contract
5. Student Personnel Information Form
6. Monthly Summary Report
7. Intern Evaluation Form
8. GED Diagnostic Test
9. History of the General Educational Development (GED) Examination
10. Universe of Need for Manpower Services, Fiscal Year 1973
11. Plan of Service Manpower Data Summary, Springfield-Chicopee-Holyoke
Massachusetts-Connecticut SMAS
12. A Proposed Program Establishing Cooperative Distributive Education
for Disadvantaged Youth (Project JESI)
13. Glossary

Counselor Interview _____
 Staff Interview _____
 Diagnostic Test _____
 Acceptance Date _____
 Date _____

EXHIBIT I

J.E.S.I. STUDENT APPLICATION

C O N F I D E N T I A L

Please Print									
Al Security Number	Last Name	First Name	M.I.	Sex	1. Female 2. Male				
Home Address		Phone		Birthdate					
Age of birth		Date of Admission		Age at year	Admission months		Race/Ethnicity		
Family Situation Both natural parents 3. Father only 5. Father & Stepmother 7. Living on own Mother only 4. Foster home 6. Mother & Stepfather 8. Relatives-specify 9. Other-specify									
Marital Status		Birth Order		Living In Home			Time at Address		
Never married 3. Divorced Married 4. Separated		No. out No. of		Brothers Sisters Others			Years Months		
Name of Father (Guardian)		Address					Phone		
Name of Mother		Address					Phone		
Father's Occupation		Mother							
Should we notify in case of emergency?									
Emergency Address							Phone		
Schools Attended		City/State			Grades Attended				
Elementary									
Junior High									
High School									

the level at which you left school _____

reasons you left school _____

have you ever been suspended or expelled? _____ If yes, please explain the reasons: _____

what subjects did you enjoy in school _____

what subjects did you dislike in school _____

what areas do you consider to be your best _____

what did you learn about J.E.S.I. _____

what do you hope to do at J.E.S.I. _____

what are your "hopes and dreams" for the future _____

what is your present source of income _____

do you like a different job? _____ If yes, what kind of work interests you? _____

have you ever been arrested and/or convicted? _____ If yes, please explain _____

Have you ever been in any of the following programs

250

P. _____
Neighborhood Youth Corps _____
_____rs _____

EXHIBIT 2

University of Massachusetts
School of Education

Counselor _____
Name _____
Date _____

JESI STUDENT INTERVIEW RECORD

C O N F I D E N T I A L

1. a. Applicant's hobbies, interests, talents or qualities worthy of note...

- b. Applicant's previous work experience...(kind of work, hourly wage, etc.)

- c. Vocational goals (primary & secondary)...

2. a. Reasons for leaving school - student's perception of school experience, relation to teachers and counselors, peers, etc...

continued...

- b. Relationship with parents, guardians, other family members, significant other relationships...

- c. Significant observations on student (personal, medical, criminal)...

Acceptance

☐

Provisional Acceptance

☐

Conditions of Acceptance:

Not Accepted

☐

EXHIBIT 3

FOLLOW-UP JOB INTERVIEW FORM

1. Job description: _____

2. General impression by employer of student: _____

3. General impressions by student of employer: _____

4. Specific problem areas: _____

5. Specific positive areas: _____

Student ContractYOUR RESPONSIBILITIES AS A WORK EXPERIENCE STUDENT

When you enter this program, you have a fourth party concerned with your education -- your employer. He is just as eager to have you succeed at your job as you, your JESI Program, and your parents. He is also interested in your success at JESI since you become a more valuable employee when you combine learning on-the-job with learning at JESI.

All parties to this program have definite responsibilities. We gain maturity as we accept more responsibility. You do not necessarily become an adult at a certain age, but at the time you are able to handle employment and other responsibilities in a mature manner. Each work experience student must understand and accept these minimum standards.

1. Responsibility to JESI Program
 - a. you maintain satisfactory records at JESI in subjects, attendance, and citizenship.
 - b. you notify your counselor of any problem or condition affecting your job or your studies at once and before you talk with your employer. You do not quit or even change jobs without discussing it with your counselor.
2. Responsibility to your employer
 - a. you attend work regularly and with punctuality
 - b. you notify your employer at once if you cannot be on the job
 - c. you do not ask your employer for time off work because of JESI activities and if such arrangements are necessary, the JESI Program will make arrangements for you
 - d. you accept job demands for dress, conduct, and observance of rules and regulations - make certain you know these regulations.
3. Responsibility to yourself
 - a. be complete honest. This includes all relationships on the job. No single characteristic is more important for your present and future success. Every employer you have in your life will expect honesty.
 - b. schedule your activities to meet responsibilities at JESI Project, on-the-job, and at home. Keep healthy and alert so you'll have the energy demanded in success.
 - c. constantly evaluate yourself. Realize how you contribute to the operation of your station. Be ready to improve yourself at all times.
 - d. discipline yourself to the adult environment on your job. Refrain from being boisterous, silly, idle, or hostile. Above all, follow instructions and cooperate with others to the best of your ability
4. Responsibility to your parents
 - a. keep them informed of your working hours and of what you are doing
 - b. keep them informed about JESI Program policies in connection with this program
 - c. invite them to JESI but request them not to visit you while you are working on the job. This does not mean that friends and relatives cannot speak to you at your job, but it does mean that you should not take time from your work to visit with them.

Student's signature

Counselor's signature

EXHIBIT 5

JESI Project
School of Education
University of Massachusetts

Student Personnel Information Form

Name: _____

Address: _____

School Last Attended: _____

G.E.D. Status:

Passed (Date) _____ Failed (Date) _____

Examination Scheduled For (Date) _____

Place of G.E.D. Examination: _____

G.E.D. Scores:

Percentile Rank for U.S.

Test 1 _____

Test 2 _____

Test 3 _____

Test 4 _____

Test 5 _____

Averaged Standard Score: _____

Employment Status: _____

EXHIBIT 6

J.E.S.I. PROJECT
MONTHLY SUMMARY REPORT

Date _____

Total Number of Active Students-----

Male-----

Female-----

Number of students interviewed-----

Number of Students accepted-----

Names of students accepted:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Number of students dropped-----

Names of students:

Reason:

• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____

Number of students passing G.E.D.-----

NAMES: _____ SCORE: _____

Cooperating Teacher _____

Site Director _____

Project Director _____

PROJECT JESIINTERN EVALUATION FORM

ERN: _____ Evaluation Date: _____

OOL: _____ Semester: _____

Def Explanation of Ratings;

Superior - Demonstrates a high degree of excellence. This intern has great potential and possesses many outstanding characteristics necessary for teaching success.

Very Good - Assets definitely outweigh weaknesses. Strong teaching characteristics are evident in this intern.

Good - Strength and weaknesses are in balance. The potential of this intern is good.

Fair - Achievement varies from very good to acceptable. The teaching abilities of this intern need development.

Poor - Not acceptable. This intern has failed to meet the standards necessary for recommendation.

Use check each item below in the column which nearly represents your evaluation of this intern.

RATINGS

Superior	Very Good	Good	Fair	Poor	Unable to Make a Judgement
----------	-----------	------	------	------	----------------------------

TEACHING RESULTS

1. Effectiveness in achieving established objectives.						
2. Recognition of and provision for individual differences.						
3. Interest in subject maintained at a high level.						
4. Desired skills and attitudes effectively developed.						
5. General Comments						

Please check each item below in the column which most nearly represents your evaluation of this intern.

	RATINGS					
	Superior	Very Good	Good	Fair	Poor	Unable to Make a Judgement
SUPPORT WITH STUDENTS						
Students respond in positive manner						
Opportunities for teacher-student planning utilized whenever possible.						
Procedures in classroom reflect a democratic type of leadership.						
Ability to relate himself/herself and subject to the slow learner.						
General Comments						
CLASSROOM MANAGEMENT						
Effective control maintained at all times.						
Classroom arrangements made for optimum learning.						
Students share responsibility for wholesome classroom environment.						
Wise use of class time.						
General Comments						
PROFESSIONAL QUALITIES						
Reads widely in his field.						
Attends and participates in professional meetings.						
Assumes his share of the responsibilities of the school.						
Growth potential.						
General Comments						

Please check each item below in the column which most nearly represents your evaluation of this intern.

RATINGS

	Superior	Very Good	Good	Fair	Poor	Unable to Make a Judgement
PERSONAL QUALITIES						
Favorable appearance.						
Good character.						
Resourceful.						
Communicative skills.						
Works effectively with others.						
Critical thinker.						
Good judgement.						
General Comments						
INTERN AND COMMUNITY						
Is genuinely accepted by the workers of the community agency or project.						
Is making a genuine contribution to the functioning effectiveness of the project.						
Accepts instruction from community people without showing resentment.						
Involvement with the community, commitment, etc.						

EXHIBIT 8

G.E.D. DIAGNOSTIC TEST

1. SPELLING REVIEW - TEST ONE
2. PUNCTUATION REVIEW - TEST TWO
3. USAGE REVIEW - TEST THREE
4. INTERPRETATION OF LITERARY MATERIALS - TEST FOUR
5. INTERPRETATION OF HISTORICAL MATERIALS - TEST FIVE
6. INTERPRETATION OF SCIENTIFIC MATERIALS - TEST SIX
7. GENERAL MATHEMATICAL ABILITY - TEST SEVEN

Name _____

Date of testing _____ Test administered by _____

PROJECT JESI

Diagnostic Intake Test

There are a number of different kinds of tests and questions on this test. Please read all the directions carefully. If you are not sure of a particular answer, make the best guess possible.

The last part of the test is designed to measure your ability in mathematics. Please show your work on the test paper or on the back of the test.

Do not worry about scoring on this test. We use this test as a sort of evaluation, so we can place you in the best classes for you and to determine what your academic strengths and weaknesses are at this point. Do the best you can on the test.

SPELLING REVIEW - Test One

If there is a misspelled word in a group, indicate it by circling the whole word. If all four words in a group are correct, circle the last choice given, (all correct).

- | | | | |
|---|--|---|---|
| A. 1. begining
2. health
3. autumn
4. hostile
5. all correct | B. 1. appetite
2. truely
3. corner
4. climb
5. all correct | C. 1. character
2. instead
3. suppose
4. scene
5. all correct | D. 1. feirce
2. first
3. finally
4. original
5. all correct |
| E. 1. biscuit
2. familiar
3. similar
4. peforate
5. all correct | F. 1. tremendous
2. arguement
3. coming
4. dining
5. all correct | G. 1. athelete
2. television
3. fascinating
4. certainly
5. all correct | H. 1. nesessary
2. accident
3. receive
4. official
5. all correct |
| I. 1. already
2. cousin
3. comeing
4. criticize
5. all correct | J. 1. anxious
2. governor
3. leisure
4. definate
5. all correct | | |

PUNCTUATION REVIEW - Test Two

Capitalize and punctuate the following sentences:

Example: at camp bill went swimming fishing and boating

Correction: At camp, Bill went swimming, fishing, and boating.

1. where can i buy tablets pencils and erasers asked dr.evans

Correction: _____

2. How are Jeans sons roger and Jay

Correction: _____

3. charles doggson known as lewis carroll wrote alice in wonderland

Correction: _____

4. ill leave on the 815 train april 8 for chicago illinois

Correction: _____

5. looking embarrassed frank said that he would have the answer at tommorrows class

Correction: _____

USEAGE REVIEW - Test Three

Each of the following sentences has an underlined expression. Below each sentence are four suggested answers. Decide which answer is correct and circle the number of the best answer.

1. Mother becomes very tired whenever one of us children were sick.

1. correct as is

3. is

2. was

4. are

2. The prizes were distributed among James, him, and me.

1. correct as is

3. he, and me

2. him, and I

4. he, and I

3. They held a big feast to give thanks and praying for help in times to come.

1. correct as is

3. to have prayed

2. having prayed

4. to pray

4. There was a serious difference of opinion among her and I.

1. correct as is

3. between her and I

2. among she and I

4. between her and me

5. Our car has always run good on that kind of gasoline.
- | | |
|------------------|-------------|
| 1. correct as is | 3. ran good |
| 2. run well | 4. ran well |
6. It must have been brave men who sign the Declaration of Independence.
- | | |
|------------------|----------------|
| 1. correct as is | 3. had signed |
| 2. signed | 4. have signed |
7. Lee Ann, one of my cousins, work at the hospital.
- | | |
|------------------|-----------|
| 1. correct as is | 3. work's |
| 2. works | 4. works' |
8. There'll be dancing and somebody will sing.
- | | |
|------------------|------------|
| 1. correct as is | 3. songs |
| 2. to sing | 4. singing |
9. We waited for him to call anxiously.
- | | |
|---|---|
| 1. correct as is | 3. We waited anxiously for him to call. |
| 2. We waited for him to anxiously call. | 4. We waited for him anxiously to call. |
10. Mrs. Connors is the most poorest woman I know.
- | | |
|------------------|--------------|
| 1. correct as is | 3. poorest |
| 2. more poorest | 4. most poor |

INTERPRETATION OF LITERARY MATERIALS - Test Four

Read each of the following passages. CHOOSE THE BEST answer to each question.

Then circle the number of the answer.

- 1 What happens to a dream deferred?
- 2 Does it dry up
- 3 Like a raisin in the sun?
- 4 Or fester like a sore-

- 5 And then run?
 6 Does it stink like rotten meat?
 7 Or crust and sugar over-
 8 like a syrupy sweet?
- 9 Maybe it just sags
 10 Like a heavy load.
- 11 Or does it explode?

1. A "dream deferred" (line 1) means:
 1. a hope postponed
 2. a desire fulfilled
 3. a dream which is interrupted
 4. a dream which persists even after the sleeper has awakened.
2. "Fester like a sore" (line 4) means
 1. bleed
 2. sting
 3. turn red
 4. become infected
3. The images of a dream "drying up," "festering," and "stinking" are examples of:
 1. metaphor
 2. personification
 3. literal use of words
 4. inappropriate word choice
4. "Like a raisin in the sun" (line 3) is a
 1. hyperbole
 2. simile
 3. allusion
 4. alliteration
5. In this poem, the poet is really asking
 1. "What can dreams turn into?"
 2. "What happens to our bodies when our dreams turn sour?"
 3. "Is it worthwhile to dream?"
 4. "What happens to people whose dreams are never fulfilled?"
6. The poem is a
 1. extended metaphor
 2. dirge
 3. ode
 4. sonnet

7. The mood of the poem is

- | | |
|--|---|
| 1. said in lines 1-10, then frightened
in the last line | 3. controlled until the suddenly
explosive last line |
| 2. violent throughout | 4. optimistic |

INTERPRETATION OF HISTORICAL MATERIALS - Test Five

All Englishmen treasured their birthright of freedom, and for 100 years they looked with scorn on the Spanish New World venture to which slavery was so integral. Yet the Africans brought to America, after a brief equivocal period during which their fate teetered between freedom and slavery, would fall into a form of total chattel slavery peculiar to the North American Continent...

In the case of Virginia, the fate of the blacks was sealed as total chattel slavery by 1662, forty-three years after the arrival of the first Africans in Jamestown. What forces conspired during these four decades to produce this incredible aberration in the great Anglo-American tradition of freedom?

One thing is certain. Slavery was originally illegal in Virginia and the other English colonies. The first charter granted by James I to the Virginia Company in 1606 recited that all colonists "shall have and enjoy all liberties, franchises, and immunities within any of our other dominions, to all intents and purposes as if they had been abiding and born within the realm of England." The accompanying royal orders directed the Council of the Virginia Company to follow the "common law and the quity thereof." In 1609, a revised charter placed Virginia under the Kind "as our manour of East Greenwich" and reiterated that colonists should enjoy all liberties of Englishmen as if they dwelt with in the English realm.

Most of the early African arrivals at Jamestown were former slaves pirated from New Spain. But there was no institutional basis for enslaving them in

Virginia. So these early blacks entered a legal limbo... The colonists borrowed the institution of slavery from the vastly different culture and jurisprudence of Spain, adapting it to their own uses.

The initial illegality of slavery in the English colonies does not imply an unfamiliarity with the institution. When Jamestown was founded in 1607, New Spain had been a thriving enterprise in the Caribbean for about a 100 years. Slavery was part of New Spain from its beginning. Unlike England, Spain had a tradition of slavery dating back to the Moors when Moslem and Christian in turn enslaved one another. A body of Spanish jurisprudence therefore existed relating to the rights and obligations of master and slave.

The Spanish slave enjoyed the right to marriage and other family rights. Manumission was officially encouraged. Cruel punishment was illegal. Thus, the slave in New Spain remained a person in legal cognizance in contrast to the English colonies, where he ultimately became a chattel with no rights in legal cognizance.

1. The first blacks arrived in Jamestown

- | | |
|---------|---------|
| 1. 1607 | 3. 1619 |
| 2. 1609 | 4. 1662 |

2. According to this passage, the North American law of slavery was

- | | |
|-----------------------------------|---|
| 1. copied from Spanish law | 3. harsher toward the slaves than the Spanish law |
| 2. developed from the English law | 4. the delay in legalizing slavery in Virginia |

3. The phrase "incredible aberration" in this passage refers to

- | | |
|--|--|
| 1. legalizing the enslavement of English subjects | 3. a conspiracy to enslave the blacks |
| 2. permitting Non-Englishmen to settle in Virginia | 4. the delay in legalizing slavery in Virginia |

4. The author of this passage is probably

- | | |
|----------------------|------------------|
| 1. an anthropologist | 3. an economist |
| 2. a lawyer | 4. a sociologist |

5. According to the charter of 1606 blacks should have been treated as

- | | |
|------------------------|---------------------------|
| 1. slaves | 3. Englishmen |
| 2. indentured servants | 4. persons with no rights |

INTERPRETATION OF SCIENTIFIC MATERIALS - Test Six

All the evidence Darwin presented in support of his theory of natural selection was indirect. And the evidence would always have to be indirect because the theory, as stated by Darwin, depended upon long periods of time. No persons could live long enough to observe the process of evolution occurring - or so it seemed to Darwin and to biologists for more than half a century after him.

They were wrong. Consider the case of *Biston betularia*, the peppered moth, a common inhabitant of English woodlands. To the casual observer all peppered moths look alike; but if we examine a large number of them carefully, we find - as in any population - many individual differences. A few have shorter antennae than most. Some have longer legs. The most notable difference, however, is in coloration; some individuals are light and others dark.

For a long time the collecting of moths has been a popular hobby in Britain as well as a part of biological research. Thus, many specimens from all periods of time from the last century and a half are available for study. When we examine these specimens, we see that variations among moths caught in, say 1850 are mainly the variations seen in a modern collection. There is one exception. Collections made in recent decades show more dark moths than light ones; in 1850 there were many more light than dark. Biologists have made some additional observations. If they examine separate recent collections from rural southern England, they find the proportion of light and dark moths is still very much like that of 1850. It is when they examine collections from the smoky, heavily industrialized Midlands of England that

they find very few light moths. Undoubtedly the coloration is controlled genetically, but why should light moths predominate in one region, dark moths elsewhere? And why should dark moths apparently have been rarer in the past than now.

The information they already had was sufficient to lead the biologists to develop a hypothesis which they proceeded to test. In the Midlands they placed both light and dark moths on smoke-blackened tree trunks in the position that moths take during their daytime rest. They soon observed that birds preying on the moths ate many more light than dark moths. They then placed both light and dark moths on trees of the kind common in southern England - sootfree and encrusted with whitish lichens. Here the birds ate more dark than light moths.

The conclusion is clear: the increase in dark moths during the industrialization has been a result of better adaptation of the dark moths to the increasingly soot-covered tree trunks.

1. The dark peppered moth compared to the light peppered moth was found to
 1. be generally more suited to survival
 2. reproduce more abundantly
 3. be more adapted to the age of industrialization
 4. have shorter antennae and longer legs
2. In rural areas of England
 1. less smoke caused more light peppered moths
 2. light peppered moths are more likely to survive
 3. dark peppered moths had a lower rate of reproduction
 4. light and dark peppered moths survived in equal numbers
3. The light peppered moths were formerly more common than dark ones due chiefly to
 1. how the counts were made
 2. their greater strength
 3. that fact that certain effects of industrialization were less manifest
 4. chromosomal aberrations

4. The evidence for natural selection
1. never involves experiments
 2. must be gathered over long periods of time
 3. involves the collection of large amounts of data
 4. both 2 and 3 of the above
5. The appearance of smoke-blackened tree trunks in the industrial regions of England
1. increased the reproduction rate of the dark peppered moth
 2. resulted in the survival of more dark peppered moths
 3. was a factor in preventing light peppered moths from surviving in as large numbers as the dark-colored moths
 4. both 2 and 3 of the above

GENERAL MATHEMATICAL ABILITY - Test Seven

Find the solution to each of the following problems, reducing each answer to its simplest form. Then circle the letter of the answer corresponding to the number of the correct solution. If none of the answers given is correct, circle "none of these."

1. $934 + 628 + 28,749 + 26 + 7568$
- a. 37,805
 - b. 39,934
 - c. 37,905
 - d. none of these
2. Round off 23,806,498 to the nearest thousand
- a. 23,810,000
 - b. 23,807,000
 - c. 23,806,000
 - d. none of these
3. Multiply 405×629
- a. 254,745
 - b. 254,795
 - c. 260,945
 - d. none of these
4. 846.56 divided by 28.5
- a. 29.91
 - b. 28.76
 - c. 29.69
 - d. none of these

5. $4 \frac{5}{8} + 6 \frac{3}{4} + 8 \frac{33}{16}$
- a. $19 \frac{5}{6}$ c. $18 \frac{33}{16}$
b. $20 \frac{1}{16}$ d. none of these
6. If $\frac{1}{3}$ of the perimeter of a hexagon is $13 \frac{1}{2}$ feet, what is the total perimeter?
- a. 81 feet c. $40 \frac{1}{2}$ feet
b. 41 feet d. none of these
7. The distance from Algeria to Peking is 6,000 miles. Two planes leave Peking traveling to Algeria at 200 and 250 miles per hour. At the end of $2 \frac{1}{4}$ hours, what would be the distance between the two planes?
- a. $22 \frac{3}{9}$ miles c. $112 \frac{1}{2}$ miles
b. $112 \frac{1}{3}$ miles d. none of these
8. Meat that sells downtown for 75¢ per lb. sells in Harlem for \$1.05 per lb. What is the percent increase of the higher priced meat over the lower priced meat?
- a. 35% c. 39%
b. 40% d. none of these .
9. The length of the rectangle is 7 inches more than the width. If the area of the rectangle is 30 square inches, find the length.
- a. 10 inches c. 15 inches
b. $4 \frac{1}{2}$ inches d. none of these
10. If one angle of a triangle is three times a second angle and the third angle is 20 degrees more than the second angle, the second angle is
- a. 64 degrees c. 50 degrees
b. 32 degrees d. none of these

EXHIBIT 9

HISTORY OF THE GENERAL EDUCATIONAL DEVELOPMENT (GED) EXAMINATION

The first examinations of General Educational Development were developed to aid World War II veterans in their readjustment to civilian life and in the development of their vocational and educational career plans. In 1942, the start of the United States Armed Forces Institute (USAFI) constructed the first examinations in an attempt to measure the achievements of major outcomes and concepts of high school instruction. In 1945, the American Council on Education established the Veterans' Testing Service in order to make the GED examination available to civilian institutions to which veterans were applying for assistance in vocational placement or for assistance in gaining admittance to institutions of higher learning.

In the later part of 1945, the Council created the Commission on Accreditation of Service Experience (CASE), and charged the newly formed Commission with responsibility for the direction and supervision of the Veterans' Testing Service. Shortly thereafter, state departments of education and institutions of higher learning began to administer the examination to all adult citizens, so that by 1959, more non-veterans than veterans were being given the GED examination. The CASE changed the name of the Veterans' Testing Service in 1963, in recognition of the broadened function of the examination.

National and regional norms were established in 1943, 1955 and 1967,

by administering the examination to high school seniors. Approximately twenty (20) percent of the students taking the test failed, on each of the three occasions, to achieve a standard score of 35 or above on the individual tests, or an average standard score of 45 or above on the total examination (five individual tests). Consequently, the national averages were set at a minimal score of 35 on the individual tests, and a minimal cumulative average of 45 for the entire examination.¹

In 1959, some 56,496 persons took the GED examination in 660 test centers. The average age was 28 years with ten years of previous schooling. In 1969, 265,000 persons were tested in 1,336 centers. The average age for this group was 29.5 years with 9.7 years of previous schooling. Thus, over a decade, the number of examinees increased significantly, and their average age increased, but the number of years of formal schooling decreased.²

Courses within the Core GED Training Program have been grouped on three levels: beginning, pre-high school, and high school. The basic objective of the training program is to advance each student as far as possible in the time available -- beginning students to the level of functional literacy; pre-high school students to eighth grade equivalency; and high school students to high school equivalency.

In each state, the department of education designates one member of the department as State Administrator of the GED Testing Program. This designate is responsible for the administration, operation and supervision of the program in his state, and for the implementation of state policies

in this area. These policies include determination of conditions under which certificates may be issued, minimum test scores accepted, requirements for admission to testing, fees, and locations of official GED testing centers within the state. New forms are provided each year and are reviewed by curriculum experts selected by the National Association of Secondary-School Principals.

Counseling is a most important component of any GED training and testing program. The student, after completing the examination, receives a letter commenting on his scores. If he had failed a test, he is directed to programs (such as JESI) which will provide him with intensive remedial instruction. If the student has successfully completed the examination, he is advised that he is qualified to apply for admission to college or other educational opportunities, and is referred to the appropriate sources for further information. In Project JESI, these services are built into the program and are available to the students on a daily basis.

EXHIBIT 10

Table 1

Universe of Need for Manpower Services
Fiscal Year 1973

Springfield-Chicopee-Holyoke,
Massachusetts - Conn. SMSA

Base Period Used Fiscal Year 1971

Item	Number of Individuals	
	Base Period FY 1971	Planning Assumptions for FY 1973
	I	II
1. Total Universe of Need for Manpower Services (Number of different individuals in year)	96,170	100,600
a. Poor	25,620	26,800
(1) Disadvantaged	19,630	20,530
(2) Other Poor	5,990	6,270
b. Nonpoor	70,550	73,800
(1) Near-Poverty	19,410	22,300
(2) All other Nonpoor	51,140	51,500
2. Unemployed and Underutilized Disadvantaged, Total	19,630	20,530
a. Unemployed	3,110	3,330
b. Underutilized	16,520	17,200
(1) Employed part-time for economic reasons	1,100	1,150
(2) Employed full-time but with family income at or below poverty level	11,230	11,650
(3) Not in labor force but should be	4,190	4,400

Plan of Service Manpower Data Summary
Springfield-Chicopee-Holyoke, Mass.-Conn. SMSA

Table 2

Base Period Used Fiscal Year 1971

For Fiscal Year 1973

Item	Number of Individuals		
	SMSA Total	Model Cities Springfield	Holyoke
1. Total Civilian Population (as of 1970) <u>1/</u>	529,922	16,524	4,666
a. <u>Age Distribution:</u>			
16 through 21 years	57,908	2,351	336
22 through 44 years	139,407	4,326	1,259
45 years and over	114,979	4,422	1,358
b. <u>Members of Minority - Total</u>	38,500	10,896	2,650
16 years and over	24,640	7,608	1,722
2. Total Civilian Work Force (12 month average for Fiscal Year 1971)	224,200	6,990	1,910
a. Employed, Total (12 month average)	206,900	6,090	1,630
(1) Nonfarm Wage and Salary Workers	190,100	5,390	1,600
b. Unemployed (12 month average)	17,300	900	280
(1) Unemployment Rate	7.7	12.9	14.7
3. Universe of Need for Manpower Services for Fiscal Year Ending 1973 (Number of different individuals in year)	100,600	5,800	1,790
a. Poor	26,800	1,800	550
(1) Disadvantaged	20,530	1,670	510
(2) Other poor	6,270	130	40
b. Nonpoor	73,800	4,000	1,240
(1) Near-poverty	22,300	1,270	390
(2) All other Nonpoor	51,500	2,730	850
4. Unemployed & Underutilized Disadvantaged: by category (12 month average)	20,530	1,670	510
a. Unemployed	3,330	220	60
b. Underutilized	17,200	1,450	450
(1) Employed part-time for economic reasons	1,150	70	20
(2) Employed full-time, but with fami- ly income at or below poverty level	11,650	600	170
(3) Not in labor force but should be	4,400	780	260
5. Welfare Recipients (AFDC Adults)	10,200	1,380	600
6. Estimated School Dropouts (Forecast Period)	1,300	220	90
7. Estimated Number of Vietnam War Veterans Needing Manpower Services (Forecast Period)	1,800	140	40

1/ Based on 1970 Census Data

EXHIBIT 12

A Proposed Program
establishing

Cooperative Distributive Education
for Disadvantaged Youth

(Project JESI)

submitted by

Frank Cyr
(Principal Investigator)

through

University of Massachusetts
School of Education
Distributive Education Center
Amherst, Massachusetts

to be conducted
July 1, 1971 through June 30, 1973

Estimated Budget -- \$216,235.00

Division of Occupational Education
State Department of Education

May 17, 1971

ABSTRACT

Title

Project JESI is a cooperative program of distributive education for disadvantaged youth adapted from a working model initiated in Wilmington, Delaware, that has been in planning and experimentation since 1968.

This program will focus on three areas paramount for the development of human potential: occupation, education, and self.

- I. Occupation - The program will find a job for the youth. But to insure success and advancement, training in job skills will be supplemented with basic skill and attitudinal development.

Since some employers and employees will not have had experience in dealing with this kind of employee effectively, the program will offer management workshop and/or short courses in human relations with an emphasis on minority workers.

- II. Education - One goal for each youth will be a high school equivalency diploma. However, relevant educational needs to insure success in the job will be first priority. Curriculum and instruction will be individualized to suit the goals of each youth.

- III. Self - A positive self-concept is essential for learning and for development of human potential to take place. The program will devote much energy towards enhancing self-concept and worthwhileness to self and others.

To focus on the general objectives the program name JESI is suggested -- Jobs, Education and Self Improvement.

Briefly, the persons to be served in this program have left school before completing twelve grades, are unemployed and unable to obtain regular employment. They may possess one or more of the following additional characteristics:

- A. member of a low income family
- B. living in sub-standard housing
- C. one or both parents missing

- D. low achievement record in reading and math
- E. previous failure on the job
- F. communications problems
- G. record of minor offenses

The program differs from other programs in that it:

- A. trains a person in a job rather than for a job
- B. employs persons agreed to be unemployable
- C. relates classroom work to specific job training aimed at retention and advancement of employment
- D. schedules classroom instruction to complement work schedule
- E. provides maximum individual training and supervision of enrollees
- F. provides an acceptable design to the enrollee to acquire both productive employment and high school graduation
- G. introduces a pattern of successful accomplishments in place of a series of failures on the part of the enrollee

To substitute a pattern of success for an experience of failure, a multi-pronged attack must be launched that will enhance the youth's self-concept and thus motivate him to full develop his human potential.

Submitted by:

Frank Cyr will serve as principal investigator until August 31, 1971. Mr. Cyr is Project Director, Distributive Education, University of Massachusetts, School of Education, Amherst, Massachusetts. Dr. Kenneth A. Ertel will assume the principal investigator role for Project JESI on September 1, 1971.

Total Funds requested:

To serve 100 to 150 dropouts, and otherwise disadvantaged youth, at an estimated cost for two years of \$216,235.00.

Beginning and Ending dates:

The project is designed to begin July 1, 1971, be fully established by September 30, 1972, and maintained and evaluated through July 1, 1973.

Summary:

The project will attempt to bring available manpower from a pool of unemployed, disadvantaged youth who have left regular education to an equal number of employment shortages identified by the business community. It expects to contribute relevant training to those employed in direct reference to the jobs they secure. Hopefully, it will provide a workable program that can be adopted by local schools or other concerned agency. Further explanation and details of procedure are contained in the body of the proposal.

A. STATEMENT OF NEEDS

In assessing data on distributive education from current graduate studies, local, state and national conferences and seminars and the literature, several challenges become apparent in regard to employers:

1. Entry level occupations in retailing, wholesaling and the services are experiencing a shortage of qualified manpower;
2. Expansion and decentralization of department stores, chains and independents into shopping center complexes have created additional supervisory and administrative career positions requiring more highly qualified and experienced manpower;
3. There is a willingness to provide both entry level employment and opportunity for advancement to supervisory and administrative positions upon qualification to unemployed and otherwise disadvantaged youth.

A similar assessment of the needs of unemployed, underemployed and otherwise disadvantaged youth discloses that principally:

1. they are in need of initial employment and the assistance to obtain it so that they might earn the necessary income to provide basic necessities for themselves, and also the clothes, transportation, medical services and further education necessary to retain employment;
2. they are in need of individual, specialized education and training specifically relevant to their occupational fields in order to be able to compete successfully for advancement and promotion. In many cases, remedial instruction in reading and basic arithmetic is necessary;
3. they are in need of the confidence, and a feeling of self-worth developed by gradual attitudinal and behavior adjustment, that will allow them to substitute a pattern of success for an experience of failure.

A comparison of employment and human needs with the subsequent opportunities for employment and a labor supply suggests the advantages of bringing these forces together.

To do so requires a highly coordinated, special program of cooperative education designed to accomodate the following general objectives.

B. OBJECTIVES: GENERAL

To substitute a pattern of success for an experience of failure a multi-pronged attack must be launched that will enhance the youth's self-concept and thus motivate him to fully develop his human potential.

This program will focus on three areas paramount for the development of human potential: occupation, education, and self.

- A. to provide positive job placement in distributive business for unemployed high school dropouts between the ages of 16 and 22 who express a strong desire to work
- B. to develop positive behavioral and attitudinal changes necessary for gainful employment
- C. to assist management in solving on-the-job problems relating to the problems of minority groups
- D. to attract students back to learning or the educative process by means of relevant educational experiences
- E. to provide and coordinate instructional activities necessary for the student to progress toward high school equivalency
- F. to develop and enhance a positive self-concept and worthwhileness to self and others

OBJECTIVES: SPECIFIC

- 1. To survey the entry level employment opportunities for unemployed and otherwise disadvantaged youth, particularly those who have left school before completing requirements for graduation and, therefore, may be deficient in communications, arithmetical and attitudinal skills. This survey will be conducted in areas to be designated by the principal investigator with relevance to priority areas specified in the annual plan.
- 2. To establish training stations from among employers identified through the survey conducted above. Such activity will include commitment to a program of employment and education from such employers.
- 3. To identify 100 to 150 unemployed youth who have left school before graduation from the designated areas who are willing to participate in a special program of employment, training and education designed to provide vocational stability.
- 4. To establish consultation and placement services for employers and youth that will result in entry employment and a mutual plan for advancement and promotion.

5. To develop a relevant plan of training and education for each individual student to qualify him for retention of his entry occupation, and to suit him for advancement and promotion.
6. To establish a coordinated program of cooperative education that includes continuing services such as counseling, supervision and educational training for those enrolled; placement, supervisory training and consultation for employers.
7. To identify, recruit and train additional teachers, coordinators and supervisors necessary to continue the program.
8. To document all activities of program in order that once established it may be incorporated into the regular offerings of local educational agency or other concerned agencies.
9. To submit periodic evaluative and progress reports for purposes of evaluation, dissemination and replication of program.
10. To meet all objectives as listed above within two calendar years from date of initial approval.

C. PROCEDURES

General Design

To focus on the general objectives the program name JESI is suggested...
Jobs - Education - Self Improvement.

This program will focus on three areas paramount for the development of human potential: occupation, education, and self.

- I. Occupation - The program will find a job for the youth. But to insure success and advancement, training in job skills will be supplemented with basic skill and attitudinal development.

Since some employers and employees will not have had experience in dealing with this kind of employee effectively, the program will offer management workshop and/or short courses in human relations with an emphasis on minority workers.

- II. Education - One goal for each youth will be a high school equivalency

diploma. However, relevant educational needs to insure success in the job will be first priority. Curriculum and instruction will be individualized to suit the goals of each youth.

- III. Self - A positive self-concept is essential for learning and for development of human potential to take place. The program will devote much energy towards enhancing self-concept and worthwhileness to self and others.

The principal investigator will employ a director and necessary staff on an appropriate time schedule to initiate survey, organize operations and implement activities.

The principal investigator and the director will organize a steering council for the program in each city to consist of representatives of the local and state educational communities, business organizations, employment security and civic leadership. One member from each steering council will be selected to serve on the project advisory committee.

The program has taken advantage of a similar design established by model in the Wilmington (Delaware) area which has been evaluated by the principal investigator and members of the staff of the Division of Occupational Education, State Department of Education, Boston, Massachusetts. This design appears particularly appropriate for achieving stated objectives because similar objectives have been accomplished by the model.

The local director with the assistance of the project director and the steering council will contact local employers and local outlets of national chains to establish training stations. He will join with local education agencies, community action organizations and Massachusetts Department of Employment Security to identify youth to be served. He will recruit and train counselors, teachers and coordinators and effectuate initial placement and training. The local director will establish a timetable for action and will report progress and evaluation periodically to the project director and the steering council.

Population and Sample

In spite of the "suburbanization" of shopping complexes, urban areas continue to require the large majority of entry level employers in distributive occupations. Likewise, the concentration of unemployed, disadvantaged youth is primarily an urban consideration.

For these reasons, this program is intended to begin operations in urban

communities. For purposes of maximum efficiency and effectiveness of control and supervision, the first four targets are Greater Boston, Springfield, New Bedford, and Worcester. Goals of twenty-five to thirty jobs and youths for each area have been established consistent with the model.

Youth are expected to be selected from among minority groups below poverty levels in each area. In all cases, youth will have failed to complete high school and been unable to find employment.

Analysis of Labor Market Needs

The Steering Councils, made up of representatives of education, business and government, employment agencies, labor groups and others identified as beneficial to the success of the program, shall assist in the identification of suitable jobs and training stations for persons who enroll in the program.

Identification of Specific Jobs

Employers will be asked to designate specific job openings. They will be asked to guarantee placement for an extended period for youth participating in the program. Enrollees will have a choice of available openings and employers will have a choice of available enrollees. It will be agreed that these workers will not displace other workers who perform such work.

Instrumentation

Dropout lists of local schools will be used initially to identify prospective enrollees. Lists of availability through community centers and social agencies will also be considered. Registrations with Employment Security offices will be included.

Personal interviews with the youth and families will be conducted to determine interest, aptitude and ability of the youth to relate to existing career opportunities in distributive occupations. Secondary interviews will be conducted by potential employers. All available school records will be analyzed to determine grade and ability levels of prospects. Standardized interest and achievement tests will be administered as practical.

Timetable

It is estimated that one of four programs can be started at approximately two-month intervals. (See attached timetable)

PROJECT SEQUENCE AND TIME CHART

JULY A S O N D JAN F M A M J J A S O N D JAN F M A M J
1971 1972 1973

Organize (prelim. Boston)	Boston - Fully funded		Consultant support	E
	New Bedford * Fully funded		Consultant/S	V
	Springfield * Fully funded		C/S	A
	Worcester * Fully Funded		C/S	L
				U
				A
				T
				I
				O
				N

Note: By the end of the year of full funding it is assumed that a local agency such as the school system, model cities or other interested group will adopt and fund the continuation of the project. Consultative support will be available during this transition period through JESI.

It is also assumed that spin-off type projects from this one will have consultative support from JESI.

Once a program is established in an area and adopted by the local agencies, the local directors and coordinators provide minimum supervisory and consulting services to existing programs as well as help in establishing new programs.

After programs have been established in all target cities, consultative support for development of spin-off programs and maintenance of existing programs will be provided by the project staff.

D. TRAINING

During the initial orientation to the program each youth, with the help of the staff, will develop realistic occupational, education, and self-improvement goals that he wishes to achieve.

To assure success in the educational part of the program achievable goals will be set by the youth in conjunction with the local director and the educational coordinator. These goals will not have a time limit for completion. It is anticipated that some youths will achieve the educational goals in a few months while others may take a year or more.

Each youth will be accepted at the education level he now has attained and his program will be individualized to take him from that point to where he wants to go. The cycle will vary for each youth.

Because of this kind of flexibility it is assumed that there will be a number of entry and exit points throughout the program but the capacity will be limited to thirty at any one time.

Jobs

A written agreement between the individual enrollee and his employer will be drawn that sets forth conditions of employment job learning activities, expected standards of attainment, length of services advancement opportunities, and wages to be paid.

Training in job skills that are needed in the entry position as well as for advancement will be provided by either the employer, the program or a cooperative effort. Resource personnel from the community and the Vocational Education Center at the University of Massachusetts will be utilized.

Academic

Emphasis will be first placed on basic academic needs that are required for success on the job -- reading, writing, math, etc. However, if these needs are already met or when they become fulfilled a high school equivalency diploma will be the next goal. Existing adult basic education programs, tutoring, special classes, and programmed learning will be used to accomplish this.

It will be expected that once they have tasted repeated successes in a job and new and successful experiences in learning, many youths will aspire to and be ready for certain kinds of higher education.

Self-Improvement

The importance of self-concept as the prime motive behind all behavior is recognized by leading educators and psychologists. A positive self-concept seems to be a prerequisite for all kinds of learning.

Getting each youth to feel worthwhile, recognize his own strengths and abilities, and to experience success on a personal level is perhaps the most difficult (but most important) task to accomplish.

The program will use many techniques including group counseling, reinforcement theory and parent counseling. Resource personnel from the community and from the Human Relations Center, Humanistic Education and Leadership Centers of the University of Massachusetts will be available to assist in those areas.

Employer

The program will make available human relations workshops and mini-courses for management with specific emphasis on minority employment problems. There is increasing pressure for more visible indications of minority employees in the distributive field but there are many employers who have had no experience in dealing with minority employees. Offering this kind of training plus the training support for the employee should encourage management to hire these youths and other minority persons.

E. EVALUATION

An evaluation will be made at the end of the program based on the

objectives set forth.

Separate evaluations of the sub-program in each of the four locations will be made with appraisals of each participant's growth in achieving educational, occupational and self-concept goals.

Periodic evaluative reports will be developed by the coordinators, the director and the principal investigator and submitted to the State Department of Education and others designated by appropriate administration.

F. DISSEMINATION

As developed in the model, objectives, progress, and results are disseminated primarily by personal contact of the director, coordinators, steering councils, employers and students of the program. Trade journals, industry newspapers and educational publications have already contributed support and have offered further assistance. The American Retail Federation has endorsed this program and communicates such through its membership. The progress reports and documentation of activities described above are freely circulated among labor groups, chambers of commerce, professional organizations and educational institutions.

G. PERSONNEL

Principal Investigator

Mr. Frederick F. Cyr is an instructor at the University of Massachusetts. He is director of an undergraduate program in distributive education and has been director of several distributive education projects funded by the United States Office of Education and the Massachusetts State Department of Education, Division of Occupational Education. He has worked in distribution and has taught distributive education at both the high school and university level over the past five years. Mr. Cyr will serve as the principal investigator of the project until August 31, 1971. In September 1, 1971, Dr. Kenneth A. Ertel, who is nationally known in distributive education will assume the principal investigator role for Project JESI. Dr. Ertel is the new center director for occupational education, School of Education, University of Massachusetts.

Project Director

William (Bill) Conway will be employed to direct the entire program.

He holds a bachelor's degree in Business Administration from Northwestern University and has had ten years of distributive and business service experience. He also holds a Masters Degree in Education and will complete his doctorate this summer. Besides teaching and coaching experience at all school levels, Mr. Conway has been a counselor, director of counseling and is currently a faculty member of the Human Relations Center at the University of Massachusetts.

His work in self-concept enhancement of disadvantaged children is well documented and is highly applicable in this program.

Assistant Project Director

Leonard Smith will be assisting William Conway as Assistant Project Director. He will be starting work on his doctorate in education at the University of Massachusetts Fall semester, 1971. He is a graduate of Malcolm X Junior College and the University of Massachusetts. His major area of expertise is in humanistic and urban education. Mr. Smith has taught at Harlem Prep in New York City. He has been director and organizer of several projects in New York City and Chicago dealing with the urban Black disadvantaged. He is presently resident director of A Better Chance (ABC) Program which is a live and work-in program for inner-city high school students.

Local Director

The project in each locality will be administered by a local director who will have full responsibility for the program in that city.

The local director will work with the Steering Council in identifying the jobs and negotiating the contracts between youth and employer. He will establish a center for the project, create the climate of cooperation between the project and resources in the community necessary for varied educational experiences, and coordinate all the educational, self-improvement and recreational activities of the program.

Education Coordinator

The education coordinator will work closely with the local director, the staff, and the youths in developing individual curriculum that will fulfill the job, educational and self-improvement goals of each youth. He will also be responsible to locate resources in the Community that will supplement the curriculum design and with the help of the Director enlist



these resources for the program.

H. FACILITIES

The program director will seek to establish headquarters for the program within the employment setting. Usually such space can be secured from employers or owners of the shopping complex. The director will also coordinate provisions for such additional space, as may be necessary, from public and private agencies. Some cost is anticipated for rental of such facilities.

Office furniture, desks, chairs and blackboards for student use are kept at a minimum and usually may be solicited from surplus supply of the schools. A minimum requirement for programmed instructional materials and equipment is reflected in the budget.

I. LAWS AND REGULATIONS

All activities of this program will be conducted in conformity with Federal, state and local laws and regulations and in a manner that avoids exploitation of the youth enrolled.

J. PARTICIPATION

Enrollment in the program shall not be limited on the basis of race, religion, sex or similar personal characteristics of applicants.

BUDGET

(See attached Budget.)

RESOLUTION

The Principal Investigator hereby agrees that monies approved and appropriated for this program shall not be co-mingled with any other program and will be used only to support the proposed program.

William Maus, Controller
University of Massachusetts

Frederick F. Cyr, Jr.
Principal Investigator

Associate Commissioner
for Occupational Education

Dwight W. Allen, Dean
School of Education
University of Massachusetts

GLOSSARY

Adult vocational education. Vocational education which is designed to provide training or retraining to assure stability or advancement in employment of persons who have already entered the labor market and who are either employed or are seeking employment.

Ancillary services and activities. Services and activities necessary to assure quality in vocational education. Such services and activities may include: (1) state administration and leadership; (2) administration and supervision of vocational education programs; (3) evaluation of programs; (4) training of teachers and other program personnel; (5) special demonstration and experimental programs; (6) development of curricula and instructional materials; and (7) research related to any of the stated services and activities.

Career Education. The infusion into all educational curriculum and student counseling K through 14 of information and hands-on-experience pertinent to real life jobs and world of work experience. The main thrust of career education is to prepare all students for a successful life of work by improving the basis for occupation choice, by facilitating the acquisition of job skills, and most important by enhancing educational achievement in all subject areas and at all levels through making education more meaningful and relevant to the aspirations of students.

Career Ladder. The career ladder concept begins with workers possessing little or no training in entry-level positions and provides an opportunity for on-the-job training and in-service education so that they may rise, in the words of Frank Riessman, "in the service hierarchy, with the ultimate option of becoming a professional." A career ladder proposed for teachers proceeds from aide, to assistant, to associate, and finally to credentialed teacher.

Cooperative vocational education program. A combination work and study program of vocational education designed for persons who, through an arrangement made between the school and employer(s), receive instruction in required academic courses and related vocational instruction by study in school and on a job in an occupational field related to the student's occupational objective. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance are to be flexible and may be scheduled either on alternate half-days, full-days, weeks, or other periods of

time in order to fulfill the requirements of the cooperative vocational education work-study program.

Disadvantaged persons. Persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs, related services, or both in order for them to benefit from a vocational education or consumer and homemaking education program. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but it does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

Educational accountability. Accountability means that an agent, public or private, entering into a contractive agreement to perform a service, will be held answerable for performing according to agreed-upon terms, within an established time period and with a stipulated use of resources and performance standards. The use of performance contracts to achieve accountability is not new to education; it is the extension of this idea into the realm of learning.

Exemplary program. An approach to vocational education which indicates substantial promise of improving or extending the occupational learning opportunities for youth and adults. The determination of an exemplary program may be satisfied by the following conditions: (1) an identifiable problem exists; (2) the problem has relevance to a significant number of other schools; (3) there is substantial evidence that the approach will solve the problem; (4) the approach is relatively unknown; (5) the variables are controlled in such manner that the results can be accurately determined; and (6) the approach can be readily applied to the regular vocational education program.

The initial purpose is to develop and conduct programs that apply new and better approaches to solving problems of vocational education. The ultimate purpose is to incorporate successful approaches into regular vocational education programs.

Gainful employment. Employment in a recognized occupation for which persons normally receive in cash or in-kind a wage, salary, fee, or profit, and includes employment in sheltered workshops for handicapped persons.

Occupational field. A group of recognized occupations have substantial similarities common to all occupations in the group, in that there

is similarity in the: (1) work performed; (2) abilities and knowledge required of the worker for successful job performance; (3) tools, machines, instruments, and other equipment used; and (4) basic materials worked on or with.

Postsecondary vocational education. A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market. Such education may be provided in schools or institutions, such as business or trade schools, technical institutions, or other technical or vocational schools; and departments of colleges and universities, junior or community colleges, and other schools offering vocational education, particularly technical education, beyond grade twelve. The term shall not be limited to vocational education at the level beyond grade twelve if the vocational education needs of the persons to be served, particularly high school dropouts, require vocational education at a lower grade level.

Research in vocational education. Research that shows evidence of contributing to the improvement of progress of the occupational preparation efforts by the public schools. Among the essential elements of this type of research are the following: (1) action research, which is practical problem solving, usually in a classroom or laboratory setting; (2) applied research, which encompasses field testing, and focuses primarily on the direct application of research results; and (3) pure research, which is theoretical research that emphasizes control and precision.

Vocational education. Essentially, vocational or technical training or retraining which is given in schools or classes under public supervision and control, or under contract with the State Board or a local educational agency. It includes field or laboratory work and remedial or related academic and technical instruction which is conducted as part of a program designed to prepare individuals for gainful employment in semiskilled or skilled positions as technicians or subprofessionals in recognized occupations and in new and emerging occupations, or prepares individuals for enrollment in advanced technical education programs.

Excluded specifically, however, is any program that would prepare individuals for employment in occupations which the U.S. Commissioner of Education determines and designates by regulation, to be generally considered professional, or which requires a baccalaureate or higher degree.

This term encompasses both vocational guidance and counseling, individually and through group instruction, in connection with such

training set up for the purpose of facilitating occupational choices. The term incorporates also: instruction related to the occupation(s) for which the students are in training or instruction necessary for students to benefit from such training; job placement; travel of students and vocational education personnel while engaged in a training program; and the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment.

In addition, it comprises the training of teachers and teacher-trainees in a vocational education program, as well as the special preparation needed by teachers, supervisors, or directors to meet the special education needs of handicapped students.

Not included in the definition of vocational education is the construction or acquisition of initial equipment for buildings, or the acquisition or rental of land.

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